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Nancy Keenan • Superintendent
Office of Public Instruction
Vol. 35, No. 4

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Second Class
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High school students Noranne Salois and Sheldon Williamson work on their science projects at Montana State University. The students took part in the Minority High School Apprenticeship Program last summer. (MSU photo by Victoria Enger)

Two MSU programs put American Indian students elbow-to-elbow with scientists and mathematicians

Hands-on program gives science a new image

Many American Indian high school students would never consider science for a career.

"I thought, 'Me? Science? No way!'" said one former student from Hays-Lodge Pole High School.

But after spending a summer elbow-to-elbow at the lab bench with real-life scientists, many students are ready to give science a try.

More than 100 American Indian students have done hands-on science through the Minority High School Apprenticeship Program (MAP) at Montana State University. This program, designed for college-bound high school juniors and seniors, matches students with faculty scientists for six weeks each summer. The MAP students live in campus residence halls, work for pay in research laboratories, and participate in science-related outings and recreational events.

After finishing the summer program, one student who worked in a veterinary biology lab said science wasn't nearly as boring as she had thought.

"I'd never done anything like this before," she said. "I had a lot of fun."

"My project was biological control of weeds," said another student. "I never thought that weeds could be so interesting."

Students may choose from a variety of laboratory experiences. Options include projects in veterinary science, nutrition, microbiology, plant science, environmental science, chemistry, computer science, and biology.

To round out their lab work, students meet three mornings a week for seminars and special sessions. They work on improving the writing and speaking skills they will need in order to apply for college. They also take field trips to places such as the Museum of the Rockies in Bozeman and a federal research laboratory in Washington state. Picnics and a float trip are tossed in just for fun.

At the end of the six weeks, students learn what it's like to be a professional scientist when they share the results of their research with an audience.

To apply for MAP, students must be American Indian or another ethnic minority and interested in a science-related career in health, biomedicine, agriculture, or a related field.

The program is open to high school juniors and seniors; younger students in good academic standing may also apply.

The program is made possible by grants from the National Institutes of Health, the U.S. Department of Agriculture, and the Northwest College and University Association for Science.

For more information, contact high school counselors or the American Indian Research Opportunities (AIRO) Program, 307 Culbertson Hall, Montana State University, Bozeman, MT 59717-0054 (994-5567).

Math lovers become math leaders

After glancing into Room 144 on the Montana State University campus, one would have thought the high school students inside were having art class—or maybe a free period.

But who would have guessed they were having so much fun doing (gulp) math?

For four weeks last summer, two dozen ninth and tenth graders from Montana's reserva-

(Continued on page 3)

Message from Nancy Keenan

You're on the home stretch, the last big push before summer! I know so well how it feels to try to keep up the enthusiasm and energy this time of year, especially when the students have visions of summer vacation dancing in their heads.

Fortunately, the spring season brings many renewing changes to keep our batteries charged. The days get longer, life reawakens, and every day a new bird shows up at the bird feeder.

At the Office of Public Instruction, too, there are several new changes in the wind. First, we are preparing to begin the process of on-site accreditation visits. This fall, OPI's accreditation teams will sally forth to begin on-site visits of Montana schools to see how they are faring in implementing Montana's accreditation standards and to offer whatever assistance schools need. By the year 2001, the teams will have visited every school in Montana.

From preliminary reports and conversations, we already know that school staffs are meeting the challenges of the standards with tremendous creativity, cooperation, and commitment. We look forward with great anticipation to visiting you in your schools and classrooms and seeing your work first-hand. It is always renewing and re-energizing to see the exciting things educators and students are doing throughout the state.

Second, I am moving forward with filling the math and arts education specialist positions at OPI. We have been working hard to find the best people for these jobs. Perhaps you are one of those people. If you are interested in either position, and have not applied yet, please contact OPI's personnel officer, Ken Toole, at 444-3032. The positions close April 20, 1992. After that date, we will invite applicants for interviews. I am excited about getting the new math and arts specialists on board to serve you.

I hope spring brings you renewed energy, sunshine, and much-needed rain!

Nancy Keenan

Board of Public Education defines certificate renewal activities

The Montana Board of Public Education recently established "renewal units" as the basic measure for converting college course work and inservice activity to be used in certificate renewal. This change became effective in March 1992.

Under this system, educators who want to use a specific activity for renewal units must first make sure the activity has approval from Certification Services at the Office of Public Instruction. Applications for approval must be submitted by a school or agency 30 days before the activity takes place.

The change does not alter the basic requirements for renewal of various teaching and administrative certificates. Rather, it redefines appropriate inservice content and sets guidelines for approval of inservice activities.

Here's how college credits will convert to renewal units as required for certificate renewal: Instead of six quarter (four semester) credits being the basic educational requirement for certificate renewal, the basic level will be 60 renewal units.

Renewal units may be earned through college or university credit as follows: One quarter credit will equal 10 renewal units; one semester credit will equal 15 renewal units.

Inservice activities will be given renewal unit ratings based upon the following scale:

- One renewal unit will equal one hour of attendance at an approved workshop, or two hours of approved self-directed study, or two hours of organized (planned and approved by the district) curriculum development.
- Two renewal units will be available for a one-hour presentation at an approved workshop.
- Ten renewal units will be available for a full school year of approved internship (beginning teacher) supervision.

Activities submitted to OPI for approval must be for at least five renewal units. Names of individuals submitted to OPI indicating completion of inservice activities will not be recorded if fewer than five renewal units of work were involved in the activity.

To convert your past course and equivalency credits to the new system, multiply your past credits by 10 and your renewal requirements by 10.

The new system may seem awkward at first, but it reduces all renewal activities to a common unit. Eventually, this system will seem perfectly normal in Montana, as it does in other states where used.

Guidelines and information on the renewal unit system have been sent to all Montana school administrators.

For more information, contact Certification Services at OPI (444-3150). ■

—Don Freshour, OPI Director of Certification and Teacher Education

Montana VICA has national impact

Montana is making itself known at the national level within VICA (Vocational Industrial Clubs of America). Although never before successful in national campaigns, the state association now has two members holding office in the national organization. In addition, the 1991-92 president of the national VICA board of directors is from Montana.

John Watson, a senior at Fairfield High School, is serving as National Region IV vice president for the secondary division. Watson is past president of Montana VICA at the high school level. Tom Trisdale, a Helena native and Capital High School graduate, is a member of the national VICA executive council (1991-92 postsecondary parliamentarian). Trisdale is a student at Northern Montana College majoring in automotive technology. He has served as the Montana postsecondary division president as well as president of the NMC chapter.

In 1991, Trisdale achieved first place in the Automotive Service Technology contest in the VICA United States Skill Olympics. He previously placed third at the postsecondary level and second in the high school division. He is nearing completion of the requirements to become Montana's first recipient of the American VICA Degree, the highest rank that may be achieved as a student in the VICA Professional Development Program.

Jeff Wulf, Industrial and Technology Education Specialist at the Office of Public Instruction, was recently elected president of the National VICA Board of Directors for the 1991-92 year. As Montana's corporate member for VICA, Inc., Wulf was elected in December 1990 to a three-year term on the board representing one of five VICA regions in the United States. He held the office of board secretary in 1990-91.

Wulf has been a Vocational Education Division staff member at OPI for 16 years, serving as state VICA director during that time. He previously taught auto mechanics and industrial arts and was a local VICA advisor.

VICA is made up of over 13,000 local chapters across the country and has some 275,000 members who are students enrolled in trade, industrial, technical, and health occupations education. VICA's national staff consists of 35 employees headquartered just outside Washington, D.C. near Leesburg, Virginia. ■

Scholars in the schools

The Montana Committee for the Humanities is seeking a qualified scholar or teacher to serve in its 1992-93 Scholar in the Schools program. The scholar will work in a selected rural school district in Montana for the 1992-93 academic year.

The scholar's term of residency will involve a part-time commitment (about two days per week) beginning in August 1992. This is a consultant position with no benefits. The stipend is $5,000. Travel and per diem expenses up to $3,500 will also be paid.

A candidate for scholar must be a knowledgeable and energetic advocate of the humanities, have previous experience with high school students or teachers, preferably have secondary education teaching experience, and be a Montana resident.

The selected scholar will work with teachers and students as a resource person who will act as curriculum consultant, lecturer, inservice provider, and coordinator for special activities such as field trips, film festivals, and student projects.

The deadline for applications is April 15, 1992. For application information, contact the Montana Committee for the Humanities, P.O. Box 8036, Missoula, MT 59807 (243-6022). ■

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POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.

Elbow to elbow

(Continued from page 1)

tion schools took part in a program designed to turn math lovers into math leaders. The American Indians in Mathematics (AIM) program, sponsored by the MSU Center for Native American Studies and the Department of Mathematical Sciences, selects outstanding students and trains them to be math leaders in their schools.

Funded by the U.S. Department of Education, MSU's three-year project is one of six model programs in the country.

"We tried to get (the students) excited about math and science and showed them how a lot of times math is related to the world around them," said MSU math professor and AIM instructor Glenn Allinger.

Parents also got involved in the project by taking part in a pair of two-day workshops where they learned family math activities they can do with their children at home, such as origami, puzzles, and equations solved with beans.

In addition, teachers from reservation schools spent six weeks on the MSU campus working with the students and learning how to jazz up math instruction in the classroom by giving students hands-on activities to keep them motivated.

"The kids at my school are happier when they're doing tasks," said Ed Svingen, a math instructor on the Crow Indian Reservation. "The techniques we learned (at AIM) should help alleviate the problem of keeping them interested."

Students from the American Indians in Mathematics program at MSU do some "outdoor math." (MSU photo by Victoria Enger)

Back at their schools, the AIM students act as role models for younger children. They teach math concepts to fifth graders using math activity boxes they put together at MSU.

Greg Hall, an AIM student from Browning who wants to become an architect, said he liked the idea of teaching younger students. What would he tell a fifth grader who crosses his eyes and wrinkles his nose every time math class begins? "I would tell him how fun it is and tell him to try and like it," said Hall.

The AIM program hopes to add business leaders and community members to the mix of teachers, parents, and other students who can encourage American Indian youths to take a full three or four years of math in high school in preparation for college.

"Our goals are bigger than just having (students) learn the Pythagorean theorem," said Allinger. "That's not that important, really."

For more information on AIM, contact Lyle Andersen, MSU Department of Mathematical Sciences (994-5331); or Wayne Stein, MSU Center for Native American Studies (994-3881). ■

—Annette Trinity-Stevens
Montana State University

Getting the most from your school's library media center

Part I: Why is library media important?

Close your eyes for a minute and visualize your school library media center. Do you see a warm and well-lighted room filled with students? Are the shelves just the right height for browsing youngsters? Are there computers with CD-Rom technology? Do you see small groups of students working quietly on a research project while others are finding a book or magazine? Is there a class of students working on a class assignment while the library media specialist and classroom teacher circulate to answer questions?

If you don't see these things, you probably are not getting the most from your library media center. For when someone mentions library media, you should think of a program that is an integral part of the school's educational plan.

According to research done by the School Match Corporation, a company whose business is to find the best schools in the country, "The most important measures of a school district's success are not its tax base or property values, but the educational level of the parents and the amount of money spent on library media services."

Perhaps you are thinking, "Well that's a nice quote, but how can that affect my students; what can that do for me? Why do we need a library media program?"

Current research indicates that four factors can be applied as a rationale for developing a library media program. First, instruction in library and information skills can have a positive impact on student achievement. It can relate to improvement in student achievement, performance on standardized tests, and grade point averages.

Second, according to studies in the field, essential library and information skills encompass more than just location of and access to information. The skills curriculum should emphasize general problem solving and the research process.

Third, library and information skills should not be taught in isolation. Instead, they should be fully integrated into the school's curriculum.

Fourth, the use of innovative instructional methods and technology can enhance the teaching of library and information skills.

Sound interesting? I hope so. Of course, this does not happen magically or overnight. It takes time, along with cooperation between the classroom teacher, library media specialist, and principal, in order to develop a successful library media program.

Check out the next issues of *Montana Schools* for strategies for developing a library and information skills program in your school. If you can't wait or want more information on how to get the most out of your library media center, call me at 444-2979. ■

—Lorrie Monprode-Holt
OPI Library Media Specialist

Comprehensive drug education program: it's not just a good idea...it's the law

Is your school complying with the federal Drug-free Schools and Campuses Regulations (34 CFR Part 86), which requires all schools to implement a comprehensive drug education program? If not, your school could risk losing all of its federal funding.

To help you understand what these federal regulations require, here are some excerpts from an article by Claudette Morton, who directs the Rural Education Center and Rural/Small Schools Drug-Free Program at Western Montana College.

With all the talk about drug education and the federal requirements, public schools are working to meet the requirements by implementing a comprehensive drug education program. However, many schools are only working on some of the components of a drug education program.

What is included in a *comprehensive* drug education program?

The school policy

Underlying any successful school program is a policy adopted by the board of trustees. Drug education is no exception. In fact, the federal drug education requirements are most directly aimed at a comprehensive school policy. The policy needs to clearly state that it is wrong and harmful to use illicit drugs or to unlawfully possess and use alcohol.

The policy should indicate that possession, use, or distribution of illicit drugs, alcohol, and tobacco are prohibited on school property or as part of any school activity. It should state that compliance for students and employees is mandatory and that students or employees who violate the policy will face suspension, expulsion, or termination of employment.

The policy should also state that 1) a drug prevention curriculum will be implemented; 2) the district will provide students and employees with information about available drug and alcohol counseling, rehabilitation, and re-entry programs; and 3) the policy will be provided to parents, students, and staff each year.

The drug prevention curriculum

After the policy is in place, its various components must be implemented. The first and most critical component is the drug prevention curriculum.

The curriculum should be appropriate for your students' age level. It should focus on drug and alcohol education and prevention, addressing the legal, social, and health impacts of substance use.

The curriculum should tell students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong, harmful, and illegal. It should also include information about techniques for resisting peer pressure to use alcohol and other drugs.

Besides just teaching students about drugs and alcohol, the curriculum needs to get students involved so they feel a sense of power. This can be done in a number of ways. Student councils can be encouraged to develop policies, such as placing "no smoking" signs in the school "by order of the student council."

Other opportunities for youth leadership can be provided though existing activities or clubs, in special leadership camps, in community service activities, and in developing drug-free recreation activities.

Intervention, referral, support

Each school's drug education program must include procedures for intervention, referral, and support for students with drug-related problems. The procedure should identify what baseline data are needed for referrals, plus procedures for collecting, evaluating, managing, and storing all data.

The school should have an inventory of all available intervention and referral services and develop procedures for working with outside service providers. Finally, for the recovering student, the school needs to provide a structured support program.

School staff

The next critical element of a comprehensive drug education program has to do with school staff. This includes not only certified teachers but administrators, support staff, bus drivers, janitors, cooks, and anyone else employed by the school district.

The entire staff should receive copies of the drug policy. They should sign a statement saying they have read the policy, and they should receive training on the policy. The district should provide ongoing training so staff can recognize substance abuse behaviors and know how to handle interventions and referrals for students and staff.

An employee assistance program should be readily available for employees with drug or alcohol problems. The program should provide current information on counseling, rehabilitation, and re-entry programs.

Ongoing staff development activities should include education, skill-building, wellness activities, and self-assessment. Of course, educators who are working with the drug prevention curriculum or student activities should have special training.

Sample drug education policy available

The Montana Rural/Small Schools and Communities Drug-Free Program has a model policy that meets the federal requirements for certification.

Remember—without such a policy and its components, a school district may lose not only federal drug education funds, but ALL federal funds.

For a copy of the model policy, contact the Rural Education Center, Western Montana College, Dillon, MT 59725-3590 (683-7121).

Involving parents and community

The school district should involve parents and community members in the planning and implementation of the school's drug education program. This will help create support for the program.

Parents also need educational opportunities to help them

(Continued on page 14)

Field Notes

We are falling behind in teaching the skills students need to function in tomorrow's technological workplace

—by Linda L. Vaughey, Trustee
Havre Public Schools

The January/February "Field Notes" column carried a plea from Karen Davidson to support gifted education as the answer to meeting the challenge of foreign competition. I am prompted to respond, because I feel she has missed the point. I support gifted education. My youngest child has reaped the benefits of my school district's gifted program. We will not, however, meet the challenge of foreign competition merely through concentration of our efforts on high-ability students.

We are falling behind in teaching the skills necessary for our students to function in tomorrow's technological, information-driven workplace. Participants in a symposium on international standards held in Oregon last year concluded that we "must begin now to place greater emphasis on critical thinking, problem solving, decision making, the dynamics of human relations, and other important independent skills." They were not talking about the components of a gifted program. They were talking about the components of an education delivery system that would ensure *every* student would emerge with the skills necessary to enter into the workplace of the 21st century with competency and the ability to achieve success.

Quoting from the symposium literature, "In 1989 and 1990, American industries hired more than one million foreign-born and foreign-educated young people, with the equivalent of a high school education, to fill top-paying entry level positions. These young people understand information systems and technical applications."

The information sector is growing. It currently employs 35 percent of the work force, and by the year 2000 it is estimated that 44 percent of the workforce will be involved, in some way, in the information industry: That means almost half of the workforce will be engaged in manipulating data. Those workers will have a solid background of technical reading and writing and competent applications skills, including an ability to work with information systems, in order to have gained entry to this job market.

In the last decade we, along with the rest of the world, have rapidly shifted from an industrial-based society to one based on technology and information. The key words are "rest of the world," for that is and will continue to be the origin of the competition both for jobs and for America.

Our children, all our children, will face that reality. The international playing field has changed, and we must change both what we are teaching and how we are teaching in order to be in the game, so as to meet international competition and so our children can achieve international parity and exceed international standards. ■

"Field Notes" is a forum for Montana educators, students, parents, and others involved in education. Views presented in Field Notes do not necessarily represent views of the Office of Public Instruction.

This issue's Field Notes come from Havre.

Montana student wins top honors in national bilingual essay contest

On February 2, 1992, dressed in a traditional jingle dress, a seventh-grade student from Rocky Boy School stood before an audience of 4,000 people in Albuquerque, New Mexico, to read her award-winning composition in a national essay contest sponsored by the National Association of Bilingual Education.

Claudia Bacon of Rocky Boy was one of three students honored at the association's national conference this year. Bacon won first place in the fourth- to eighth-grade category. Her essay was selected from among hundreds submitted nationwide. (Her essay, "What Being Bilingual Means to Me, my Heritage, and my Future," appears on this page.)

The other two winners, Hispanic students from Texas and Washington, D.C., read their essays in Spanish and English. Bacon read hers in English, Crow, and Cree, reflecting both her mother's and father's language and culture.

Bacon was presented with a plaque and a $2,500 scholarship from the Coca Cola corporation.

Bacon participates in a Title VII bilingual education program designed to provide appropriate educational services to Cree students on the Rocky Boy Reservation. Title VII, the Bilingual Education Act, supports programs of instruction designed for linguistically diverse children. Funds are awarded from the Department of Education through a competitive grant award process.

Rocky Boy's program is one of 18 programs operating in Montana. There are bilingual projects in Arlee, Browning, Hardin, Harlem, Hays-Lodge Pole, Heart Butte, Lame Deer, Missoula, Rocky Boy, Ronan, St. Ignatius, and Busby. These programs vary widely in their design and their use of the native language and English, but the ultimate goal of each program is to increase proficiency in English and achievement in school. ■

—Lynn Hinch
OPI Bilingual Education Specialist

"What being bilingual means to me, my heritage, and my future"

—by Claudia P. Bacon, Grade 7, Rocky Boy Elementary School, Box Elder

Being bilingual is that I respect my own native language and am able to learn English, too. Learning about Cree and Crow along with English helps to prepare me for the future. The bilingual programs are doing a good job to help us in our school. Being bilingual and my heritage are the more important things that shape my future. If it were not for my ancestors I would not be the unique and proud Indian I am. I respect my culture and elders for the special gifts they have kept for me and my family.

Claudia Bacon (Helmbrecht Studio photo)

My Indian heritage is passed on to me by my ancestors and elders. I think of heritage as being something involving "Indianness." I am grateful because I can Indian dance at pow-wows, help make my own dancing outfits, participate in sundance ceremonies, help prepare traditional meals, and go to round-dances. I love my heritage and my language. Most of all because I am proud of who I am.

I want to graduate from high school and go on to college to become a doctor. When I finish medical school, I will come back to the reservation and help all my Indian people. I will make Indians become more healthy, more educated, and more noticeable. I will be a very important person so that all young Indian children will do the same.

All these words are what my heritage, my future, and my life as a bilingual Indian are. I am grateful I have these words to depend on and think about throughout my life. ■

Does your school own an underground fuel storage tank? If so, read on...

If your school owns an underground fuel storage tank (UST), chances are it will have to be replaced, upgraded, or taken out of service by 1998. Montana cities, counties, school districts, special districts and state agencies own about 1,700 USTs all together.

One quarter of the nation's USTs now leak, and one gallon of fuel can contaminate up to one million gallons of water, according to Environmental Protection Agency estimates. If a school district owns a leaky UST, it faces significant liability exposure.

Even without a lawsuit, cleaning up just one leaking UST costs an average of $140,000. Underground storage tanks installed in compliance with today's EPA regulations are also expensive—both in capital cost and operation.

Any way you look at it, dealing with USTs will be a challenge, and probably an expensive one. In order to explore more economical alternatives for meeting this challenge, Governor Stephens has established the Montana Public Vehicle Fueling Advisory Council.

The council will gather information about the needs of Montana's public agencies and assess the cost savings, convenience, and efficiency that may be available if several public agencies share the same fuel sites.

The council will also look at how the use of alternative fuels can help with the UST issue, recommend public policy on USTs, and report back to the governor prior to the 1993 legislative session.

As part of its research, the council has implemented a six-month pilot consolidated fueling project with the city of Helena. The city is making two of its automated fuel storage sites available to about 45 county, school district, and state vehicles.

A commercial pilot project for fueling public vehicles was unveiled at a fuel fair in Missoula on March 28, 1992. Through this project, public vehicles can refuel at a number of commercial sites by using "fleet cards." Three companies will supply fuel through their automated sites at prices bid from five to nine cents over the dealer cost.

If you have questions about USTs or would like a pamphlet that provides some helpful information and suggestions, contact Bob Marks, Chairman, Montana Public Vehicle Fueling Advisory Council, Department of Administration, Room 155, Mitchell Building, Helena, MT 59620 (444-2032). ■

—David Huff, OPI Pupil Transportation Specialist

"Tar Wars" teaches kids how to say "no" to tobacco

"Tar Wars" is an exciting new tobacco education project. Sponsored by the American Lung Association of Montana and the Montana Academy of Family Physicians, the program focuses on the image of tobacco, tobacco advertising, and skills that help kids refuse to use tobacco.

This award-winning program involves a teaching session presented by volunteer physicians and other health care professionals. Following the session, students are invited to create posters depicting the positive effects of not using tobacco. Students who create the winning posters from each school will compete for a grand prize of a trip to Denver June 5 and 6, 1992.

The Lung Association of Montana is making this program available to 50 fifth-grade classes in Montana this year. The Lung Association's priority is to link school requests for the program with local volunteers who will do the presentations. The presentations take about 45 minutes.

For more information, call 1-800-252-6838. ■

Putting our heads together—for the children

Fourth in a series of articles on special education

Teleclass for interpreters of the deaf to be offered

A special teleclass training program for interpreters of the deaf will take place this spring. This program will be of interest to all school districts who serve deaf and hearing-impaired students.

"Educational Interpreting in the Public School System: Principles and Practices" will be broadcast from the University of Tennessee in Knoxville, Tennessee, on Tuesday, April 14, 1992, 2:00-3:30 p.m. Eastern Daylight Time.

The teleclass will be cosponsored by the National Interpreter Training Center at the University of Tennessee, the National Interpreter Education Project at Northwestern Connecticut Community College, and the National Association of State Directors of Special Education.

The program will provide information from a variety of perspectives on the role, functions, and competencies of educational interpreters. It will also identify successful techniques for providing quality interpreting services for deaf and hearing-impaired students, provide a forum for discussing issues related to support services for these students, and list resources for preservice and inservice training of interpreters.

The class is designed for administrators and special education personnel whose programs serve deaf and hearing-impaired students. Teachers, interpreters, parents, and others will also find the class informative.

Panelists in the teleclass will include educational interpreters, children who use interpreters in public education, educators of deaf and hearing-impaired children, and others.

A question and answer period will allow audiences at downlink sites to participate in the discussion via telephone. The National Captioning Institute will provide real-time captioning.

Downlink sites will not be charged for the teleclass. The program is financed by the U.S. Department of Education RSA Federal Interpreter Training Program.

For information regarding the location of downlink sites in Montana, call Floy Scott (444-2504), Linda Beadle (444-5661), or June Miller (444-4426) at the Office of Public Instruction.

—June Miller, OPI Title VI-C Deaf/Blind Program Director

Attention deficit disorders, hyperactivity, and learning disabilities

Some people call them "hyper" or "hyperactive." Others call them "off task," "inattentive," "easily distracted," or "impulsive." Whatever term is used to describe these kids, the dilemma remains the same: What can be done to help them? How can teachers work with them in the classroom?

The following article by Mike Jakupcak offers some clarification and advice.

In the past couple of years, there has been significant interest in, and controversy about, children who display varied though somewhat related symptoms.

There are probably as many different descriptions of these children as there are children who display the symptoms, but generally, terms such as "hyper" or "hyperactive," "off task," "inattentive," "easily distracted," "impulsive," and "emotionally labile" are used.

"In the middle of the controversies and the confusions are children who are doing poorly in school...because they have trouble finding their pencil or paper and sometimes even their desk."

More likely than not, teachers talk about these kids with some degree of frustration mixed with a determination to find an answer or at least a partial solution for how to work with these students in the classroom.

Unfortunately, the current reality is that there are only partial answers, although many people believe in only one answer. The result is a proliferation of groups and coalitions who are pro-medication or anti-medication, others who espouse behavior management or reject it, still others who advocate for parental and family counseling and reject the notion that the problem is a school-related issue.

In Montana, as throughout the country, parent advocacy groups are forming around the attention deficit and hyperactive disorder (AD/HD) issues. In Great Falls, Billings, Butte, and elsewhere, meetings, short courses, videos, and guest speakers have grappled with the topic. In Helena, the Special Education Division of the Office of Public Instruction is continually asked to clarify, define, direct, and, of course, provide additional funding for AD/HD (or AD/noHD or AD/LD or AD/noLD!) children.

The federal agency in charge of national special education programs has issued a directive stating that children with attention deficit disorders may be legitimately served under an existing disability category such as "other health impaired," "learning disabled," and in some cases, "emotionally disturbed," as long as the condition is so severe as to warrant special education and the criteria for the disability category are met.

In the middle of this confusion and controversy are children who are doing poorly in school. They do poorly because they have trouble finding their pencils or papers and sometimes even their desks. These kids forget their homework and don't even claim the dog ate it! They fidget and squirm when they are young. Sometimes they are restless and quite active. As they grow older, their impulsiveness and poor judgment may get them into trouble with teachers, principals, and peers. They get the message that they don't fit in and soon play other roles with other labels: underachiever, troublemaker, loner, delinquent.

What causes the disorder? How is it treated?

There are typically two general explanations for AD/HD, each implying a distinct approach to intervention or treatment. The first explanation posits a neurological and/or biochemical basis for the symptoms. This school of thought uses a medical treatment involving a prescribed medication such as cylert or ritalin. This approach has been employed in the United States since the 1930s, with cyclical periods of approval and disapproval from the medical community and patients.

The second theory points to environmental factors that account for a child's inattention and/or overactivity. This theory leads to interventions that include dietary restrictions, behavior management programs in the home or school or both, and parental training or counseling.

Sadly, research on the success or failure of various treatments doesn't add clarity or resolution to the debate. Under certain circumstances, medications are effective in reducing inappropriate behaviors and improving concentration. However, their long-term use can result in negative side effects such as irritability, loss of appetite, and gum disorders.

While behavior management programs initially were viewed as "drug-free" alternatives in working with AD/HD students, these programs have problems that limit their overall effectiveness.

A review of 28 studies involving cognitive training (which seeks to change thinking patterns) indicated no significant improvement in cognitive functioning, only short-term improvement in certain academic skills, and ambiguous impact on disruptive behaviors.

Finally, the strategy of working with parents through training and counseling has proven somewhat effective with families that are motivated. However, not all families have access to such training. Some families can't afford the time or cost.

There are also a number of unproven treatments for children with AD/HD. These include highly restrictive nutritional plans such as the "Feingold Diet," in which certain foods and food additives are reduced or eliminated entirely, or a caffeine regimen in which children are encouraged to drink coffee in hopes of duplicating the effects of prescriptive medications. Other programs rely on vitamins and megavitamins. Still other theorists suggest some connection between conventional lighting in classrooms and recommend replacement of bulbs, wattage, and so forth.

There are also natural or holistic programs that resemble the self-monitoring and self-correction procedures in behavioral management programs. These may rely on technology such as biofeedback. Some programs may prescribe relaxation, stress reduction, or guided meditation.

What can a teacher do for an AD/HD student?

With such a wide array of explanations and treatments, it is no surprise that teachers are often confused, skeptical, or at least cautious when dealing with the whole AD/HD question. However, there are some principles that at least form a reasonable foundation upon which to proceed:

1. If you suspect a child you teach has AD/HD symptoms, seek as much information as possible from knowledgeable resources including school psychologists, physicians, and parents.

2. Don't ignore simpler explanations for AD/HD symptoms. Kids could actually be suffering from lack of breakfast, late-night videos, family disruptions, illnesses such as flu or colds, or hearing or vision problems.

3. Provide for structure in your classroom for students with AD/HD symptoms. Consistency, repetitions, opportunities for clarifying assignments, clear expectations and deadlines, peer tutoring, and sending home assignment sheets may all help.

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4. Talk with the student about problems, using a supportive, non-blaming manner. Seek advice from colleagues about what has and hasn't worked for them in the past.

5. Check with parents about their perceptions of their son or daughter. They may share ideas or at least be grateful that someone else sees the same problems they do. (Many times parents are reluctant to talk about children with these problems because they fear criticism about their parenting or discipline style.)

6. Be wary of "easy" solutions such as pills, exercises, or quasi-medical cures. The answers come slowly and involve a variety of strategies from school, family, and community resources.

—Mike Jakupcak, Ed.D., Montana University Affiliated Rural Institute on Disabilities, University of Montana

Behavior management videos available

Training through satellite teleconferencing offers limitless, exciting possibilities, especially for a geographic giant such as Montana. On March 25, 1992, the Mountain Plains Regional Resource Center in Logan, Utah, and the Office of Public Instruction's Division of Special Education hosted a statewide interactive satellite teleconference workshop on behavior management. The workshop was presented by Dr. Glen Latham, Ed.D., Director of the Mountain Plains Regional Resource Center.

This satellite teleconference was provided at no cost to school districts. About 250 people participated in the teleconference. Any school with a satellite downlink capability was encouraged to participate.

Even if you missed this event, you can use the information from the teleconference in your regular education and resource room settings through six 30-minute videotapes available from the Office of Public Instruction for a small fee. With these videos, we hope to go beyond mere "awareness" and actually affect teachers' behavior management skills. Many teachers are already using the tactics presented in these videos, but the videos should help teachers use the tactics more easily and fine-tune their management skills.

Research shows that before a person can perform a task automatically or adapt a skill from one setting to another, she or he must have a thorough understanding of the principles behind the skill. These tapes not only discuss the principles of behavior management, they contain vignettes from classrooms that illustrate how to apply these principles and strategies in your own regular classroom or resource room.

The tapes do not deal with severely multiply disabled children or children whose behavior is so severe as to require constant one-on-one attention and institutional or fully self-contained settings.

The topics of the six 30-minute tapes are as follows:

1. Principles of Human Behavior
2. Strategies for Implementing Principles of Human Behavior
3. Getting and Keeping Students on Task
4. Quality of Teacher-to-Pupil Interactions
5. Frequency of Student Responding
6. Controlling Classroom Distractions

For more information regarding the videos and teleconference, contact Susan Bailey at 444-2046.

—Susan Bailey, OPI Personnel Development/Monitoring Specialist

(Third Eye Photographics: Craig Sharpe)

OPI wants your comments on the special education state plan and preschool grant

Superintendent Nancy Keenan has made available copies of Montana's State Plan for Special Education (under Part B of the Individuals with Disabilities Education Act [IDEA]) for fiscal years 1993-1995, and Montana's preschool grant application for funds under Section 619 of IDEA for fiscal years 1993-1995.

These are available through the state library system and special education directors. They are also available upon request from the Office of Public Instruction.

The State Plan includes laws, rules, policies, and procedures for providing a free, appropriate public education for children with disabilities beginning at age three. It also describes Montana's plan for using federal funds for the support of special education and related services for children with disabilities. The purpose of the federal funding is to supplement and expand special education services for children with disabilities.

The preschool grant application describes Montana's plan to use federal funds for support of special education services to three- to five-year-old children with disabilities.

Public hearings on the State Plan will be conducted on April 10, 1992, 9:00 a.m., at the following locations:

- Billings: Parmly-Billings Library, 510 North Broadway, 3rd Floor Meeting Room.
- Kalispell: Courthouse East, 723 5th Ave. E., Conference Room #1.
- Helena: Lewis & Clark Library, 120 S. Last Chance Gulch, Small Conference Room.

You are encouraged to provide written comments and suggestions on the State Plan and the preschool grant application. Please send your comments by April 30, 1992, to Nancy Keenan, Superintendent of Public Instruction, State Capitol, Helena, MT 59620.

The Office of Public Instruction plans to submit the state plan and preschool grant to the U.S. Department of Education on May 8, 1992.

—Marilyn Pearson
OPI Special Education/Federal Programs Specialist

Professional development for preschool special education teachers

The University of Montana School of Education has received a three-year federal grant to train preschool special education teachers at both the undergraduate and graduate levels. The program includes courses in assessment, curriculum, and team work with families.

All courses will include intensive practical experiences with community agencies and schools that serve children with disabilities and their families.

Six undergraduate students will receive stipends of $2,000 to participate in the program; four graduate students will receive stipends of $4,000.

For more information, call Dean Donald Robson (243-4911) or Richard Van den Pol (243-5344).

—Dan McCarthy, OPI Preschool Specialist

Building partnerships for the year 2000

Don't miss the "Building Partnerships for the Year 2000" conference, to be held April 29-May 1, 1992, in Billings. This conference is sponsored by Eastern Montana College, the Montana Council for Exceptional Children, and the Office of Public Instruction.

Workshops will cover such topics as technology for special students, how to include students with autism in the public schools, and designing a family-centered approach to decision-making.

Speeches during the conference promise to be lively, with topics such as "A Low Fat Look at Issues in Our Field," "Partnerships through Technology," and "Labels and Fables and Bandwagons."

See you at the conference!

"People Like Us" curriculum to be tested this spring

A new curriculum has been developed to help teachers and students understand disabilities better and feel more confident about accommodating individual differences.

The curriculum, called "People Like Us," was created by Parents Let's Unite for Kids (PLUK), a nonprofit organization. The Office of Public Instruction, in cooperation with the Developmental Disabilities Planning and Advisory Council, provided funding for the project.

The curriculum was designed for use in first, fourth, seventh, and tenth grades. Its purpose is to inform students in regular education about various disabilities and the challenges faced by people who have these disabilities.

Several Montana school districts, including Moore, Thompson Falls, Belgrade, and Missoula, will test-drive the new curriculum this spring as part of a pilot project. The PLUK staff will travel to each participating district for training and implementation of the curriculum.

The implementation phase should be completed by the end of May 1992. The PLUK staff will then analyze data and interview school district staff to determine what revisions need to be made to the curriculum. Revisions will be completed during June and July.

The revised curriculum will be presented at the Montana Education Association convention (and possibly other education conventions) in October 1992. The curriculum will then be available for all Montana school districts to use.

For more information concerning this exciting new curriculum, please contact Kathy Kelker at PLUK (657-2055).

—Susan Bailey, Personnel Development/Monitoring Specialist

"Shake 'n' Bake" class teaches wellness as a lifetime activity

Life-time wellness requires lifetime changes. It also requires a mix of good nutrition and fitness.

That, in an unsalted nutshell, is the philosophy behind an innovative new class that combines fitness and nutrition at Flathead High School in Kalispell.

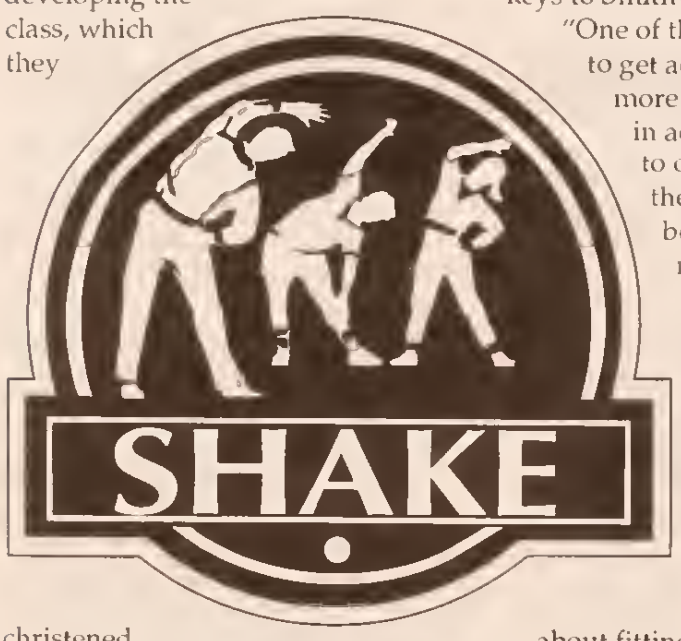
The class was created by two Flathead High teachers: Lori Smithwick-Hann, a physical education teacher, and Donna Danz, who teaches home economics.

Can't have one without the other

Danz and Smithwick-Hann developed the class when they realized that teaching fitness without nutrition, or nutrition without fitness, was not enough. "You can't just do one side of it if you're going to take care of yourself," says Smithwick-Hann.

So the two teachers decided to put their ideas—and their disciplines—together. They created a hands-on curriculum that would show students, both male and female, the connection between fitness and nutrition.

After spending two years developing the class, which they



christened "Shake 'n' Bake," Danz and Smithwick-Hann launched it last year. The results have been rewarding. "The kids love it," reports Danz.

"We're trying to teach total wellness," Danz explains.

"The goal is lifetime changes," adds Smithwick-Hann. "We're trying to help young people realize they're at a point in their lives right now when they are making choices" that will affect their health for the rest of their lives.

Here's how the program works: Smithwick-Hann and Danz split the class's 40 students into two groups. Each group spends one day in nutrition and the next in fitness class. Occasionally, the two groups are combined for activities or outside speakers.

The nutrition component

In Danz's nutrition class, students discuss nutrition theory and learn to cook dishes that skimp on sodium, fat, and sugar, but not on flavor. For example, the students created a chocolate cake in which they replaced shortening with—believe it or not—babyfood prunes, thus lowering the fat content from 41 percent to 7 percent. The experiment paid off in taste as well as nutrition. "The kids loved it," Danz says.

Danz uses a variety of fun activities to teach her students about nutrition, including a grocery store scavenger hunt. In the hunt, students have to scrutinze labels to find such items as a brand of "maple syrup" that actually contains maple syrup, and the ingredients common to all babyfoods. (Give up? Salt and sugar.)

"We're teaching kids to be label-readers," Danz explains.

The fitness component

On the fitness side of the equation, Smithwick-Hann stresses three components of fitness: flexibility, cardio-respiratory strength and endurance, and muscular strength and endurance.

Variety and creativity are the keys to Smithwick-Hann's class.

"One of the things I really try to get across is that the more creative we can be in adapting (a workout) to our own preferences, the more fun it will be," she explains. The more fun the workout is, the more likely students are to stay with a fitness regime on their own.

Smithwick-Hann also teaches students to be creative about fitting a workout into their daily lives. "Finding time to exercise is difficult, and it doesn't get easier as you get older," she tells them. Some students think they need to exercise in a gym or in an organized class, but Smithwick-Hann teaches them that it's fine to run up and down the basement stairs for 20 minutes if that's all they have time for.

A delicate balance

Smithwick-Hann and Danz also teach their students that a healthy lifestyle requires balance.

"We don't want kids to be obsessive" about exercise or nutrition, says Smithwick-Hann. "That's really hard sometimes. Sometimes we have to calm them down on their workouts a little." Sometimes, the teachers also have to tell students that it might be healthier to be one percent over the recommended body fat content—and feel good about life—than to have lower body fat content and be anxiety stricken about keeping it low.

Most important, Danz and Smithwick-Hann teach students that wellness is a life-long commitment. "I'm just here to help you get started," Smithwick-Hann tells students. "It's what you do from here that's really going to make the difference."

If you'd like to get your school shaking and baking, contact Donna Danz at Flathead High School for a copy of the Shake 'n' Bake curriculum. ■

—Sanna Porte Kiesling
Montana Schools Editor

Technology

Stevensville gets its backbone up

How does a small rural school district in Western Montana catapult itself into the 21st century? With a lot of vision, hard work, and scraped knees.

The vision came from the staff at Stevensville High School, particularly from librarian Tempie Ray, who dreamed of linking the school electronically with a state-of-the-art "backbone" computer network system.

A backbone system would tie the school's computer and telecommunications capabilities together, making everything accessible from everywhere in the school. With network software and a main server directing traffic, a backbone of cables running throughout the school's three buildings would function like a major artery, carrying the life blood of information to every classroom and office. To tap into the stream of information, classrooms and offices would only need to plug a computer into the wall. Thirty people could use the library's card catalog—or any of the school's software—at the same time without leaving their classrooms. The school would save money in the long run, because the network would allow the school to buy just one copy of a particular software package.

Once the school decided to pursue the backbone system, staff spent many months figuring out the best and least expensive way to link the school together. "I read and read and read," recalls Ray. "This 54-year-old lady all of a sudden had to enter the technology world and figure out how to do it!"

Eventually, a system was designed that could serve 80 computer work stations with just one server. (The server, Ray explains, is like an electronic filing cabinet that holds all the software programs.)

Stevensville began installing the system last May. Bill French, a local resident who teaches computer science at the vo-tech center in nearby Missoula, gave the project a major boost by loaning his expertise and that of his students. French brought his class to Stevensville to install the system as its final project of the year, saving the school district thousands of dollars. "Volunteerism is not dead," says Ray.

Along with Brad King, Stevensville's vocational agriculture teacher, Ray spent much of the following summer stringing cable for the network. That's where the scraped knees came in. Since the school's three buildings were not exactly designed with an electronic network in mind, Ray and King had to crawl "through the dirt in the basement with the creepy-crawlies" and through fiberglass insulation in the ceiling. Some of the school's buildings have no conduits or crawl spaces, so Ray and King had to use considerable creativity in finding places to put the cables, poking and fishing for them through walls where no cable was meant to go. "It was miserable," Ray recalls.

All the misery paid off, however, when the school fired up its new backbone system this fall. Every classroom in the high school is now hooked up to the network, as are the administrative offices at the high school and junior high. Although not all classes have computers, they only need to bring a computer work station in, plug it into the wall, and the classroom is on line.

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Dispatches

"Dispatches" are updates from Office of Public Instruction staff. All OPI staff can be reached by calling the phone numbers listed or by writing them at Office of Puhlic Instruction, State Capitol, Helena, MT 59620.

LEGAL SERVICES
Beda Lovitt, Legal Counsel
444-4402

Bill of Rights resources
Alert! High school teachers in the Miles City, Glendive, Whitefish, Columbia Falls, Kalispell, and Bigfork areas should be on the lookout for a letter from the Law-Related Education Committee of the State Bar of Montana. The committee has sent a letter to teachers encouraging them to invite local lawyers to come into classrooms as resource people on Law Day, May 1, 1992.

Since this year marks the bicentennial of the signing of the Bill of Rights, you might want to ask lawyers to talk about the Bill of Rights in your classrooms.

The committee has also sent a letter to lawyers across the state with helpful information on the Bill of Rights. The letter tells lawyers to look forward to a call from teachers asking for classroom participation.

TRAFFIC EDUCATION
Curt Hahn, Specialist
444-4432

1992 workshop/conference
The 1992 Montana Traffic Education Workshop/Conference will be held April 26-28 at the Park Inn International, Lewistown. All traffic educators should have received their registration materials by this date. Northern Montana College offer two quarter hours of credit. OPI will offer up to 20 "renewal units" for recertification purposes.

The theme for this year's conference is "Trends in Traffic Education." The conference agenda includes programs on "Principles of Liability and Safety," "Montana's Advanced Driver Program," "Montana's Motorcycle Safety Education Program," "How I Teach/Tips and Strategies," and "Montana Motor Vehicle Law—Title 61."

There will also be exhibits, a keynote address, entertainment, a chuckwagon barbeque, awards, and a Montana Traffic Educators Association business meeting.

The deadline for registration is April 10, 1992. See you at the conference.

Traffic education teacher approval renewal
If your teaching certificate expires this June (1992), so does your approval to teach traffic education. If you need an application to renew or other assistance with your renewal, call Karen Spranget at the Traffic Education Division, OPI (444-3126).

Advanced driver education workshops
Once again, OPI will host the Advanced Driver Education Workshops at the Driver Education Facility in Lewistown this year. This year's workshops include a short, half-day refresher course for those who have already completed the training but would like to tune up a bit. Workshops are offered in April, June, July, and August. They focus on evasive steering, controlled/threshold braking techniques, skid control, off-road recovery, and cornering. Call 444-3126 to reserve a date.

Traffic education reimbursement
The deadline for fiscal year 1992 traffic education reimbursement is July 10, 1992. The name, birthdate, and completion date of all driver education students who completed the program between July 1, 1991, and June 30, 1992, should be submitted to OPI's Traffic Education Division on a traffic education reimbursement form by July 10. Reimbursement warrants will be forwarded to schools via county treasurers in late August 1992.

This is our first year for using the new process and forms for traffic education reimbursement. If you need forms or assistance, call us at 444-3126.

Minimum drinking age benefits young adults
High school seniors who must be 21 years old to purchase alcohol consume less alcohol and spend less time in bars and taverns than do those who are allowed to drink at age 18. In addition, "the lower rates of drinking appear to continue as young adults mature, at least through the early twenties," according to Patrick O'Malley and Alexander Wagenaar, authors of a new study on minimum drinking age laws. Their study, "Effects of Minimum Drinking Age Laws on Alcohol Use, Related Behaviors and Traffic Crash Involvement Among American Youth: 1976-1987," appeared in the *Journal of Studies on Alcohol*, Vol. 52, No. 5, 1991.

Intermodal Surface Transportation Act of 1991
On December 18, 1991, the Intermodal Surface Transportation Efficiency Act of 1991 was signed by President Bush. Among other things, the act provides for the following:

- Installation of full-front air bag systems in all vehicles will be required by September 1, 1998;
- States will be required to pass safety belt and motorcycle helmet use laws by 1995 or risk losing federal funds to build highways; and
- Length and weight limits for multi-trailer trucks were frozen to June 1, 1991, levels.

Youth risk behavior survey
The 1991 Montana Youth Risk Behavior Survey documents that youth in Montana engage in behaviors that put them at risk for the most significant health and social problems that can occur during adolescence and adulthood. The results of this survey can be used for a variety of purposes, including identifying adolescent needs, developing curricula to meet those needs, and designing teacher training based on effective curricula. For a copy of this survey, call OPI's Health Enhancement Division (444-4434).

Why don't young drivers use safety belts?
Sociologists are seeking to learn why younger drivers tend to use safety belts less frequently than any other age group. This is the group that demonstrates the greatest risk-taking driving practices and thus would seem to benefit the most from the use of safety belts when driving.

According to a new study funded by the American Automobile Association Foundation for Traffic Safety, young drivers understand the value of safety belts and even use them sometimes under specific circumstances. However, in the "time out" party spirit of the adolescent subculture today, sociologists report, the feeling of autonomy, emancipation, and youthful energy are antithetical to seat belt use, particularly among students where peer approval and presentation of self are primary.

This "time out" behavior usually includes drinking in a festive situation where conventional norms of responsibility are replaced by party-time norms—a time when people commonly derive pleasure from behavior that is otherwise prohibited.

The report, "A Focus Group Study of Seat Belt Utilization: an Analysis of the Subjective Meanings of College Students," may be obtained by contacting the AAA Foundation for Traffic Safety, 1730 M St., NW, Suite 401, Washington, DC 20036 (202-775-1456).

GIFTED & TALENTED
Michael Hall, Specialist
444-4422

Ability grouping
Will the elimination of grouping cause our nation to lose its vision about the future? More than 60 years of research on the effects of ability grouping has resulted in what one school administrator called "A wilderness of mirrors" about this controversial and politically loaded topic.

Now, a new publication offers "what every administrator and policy maker needs to know about the research on ability grouping."

"An Analysis of the Research on Ability Grouping: Historical and Contemporary Perspectives" by Dr. James A. Kulik, University of Michigan, is available for $15 (order no. 9204—includes executive summary). The paper's executive summary is available for $2 (order no. 9203).

To order, send your check (payable to the University of Connecticut—purchase orders will not be accepted) to Dissemination Coordinator, National Research Center on the Gifted and Talented, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Curriculum compacting
Why are so many students with above-average ability unchallenged in school? What can be done to increase the challenge level of standard curricular material? What does research tell us about the effectiveness of curriculum compacting?

You can find the answers to these questions and learn about the compacting process by tuning in to a national staff development training program, "Curriculum Compacting: A Process for Modifying Curriculum for High Ability Students," May 14, 1992.

This program, from the University of Connecticut, provides an unusual opportunity for advocates of programs for gifted students to initiate a low-cost training program for all teachers in your district.

The program will include an interactive satellite broadcast that your school can access directly or through a local cable company, a facilitator's guide, and a reproducible teacher's handout packet. The enrollment fee for the workshop is $100. For more information, contact Dawn Guenther, Dissemination Coordinator, National Research Center on the Gifted and Talented, 362 Fairfield Road, Box U-7, University of Connecticut, Storrs, CT 06269-2007 (203-486-4676).

PUPIL TRANSPORTATION/ PASSENGER SAFETY
David Huff, Specialist, 444-4396

Proof of physical
When driving a school bus, drivers must carry with them proof that they have passed the required physical—either the Department of Transportation card or the Montana Medical card. The Montana Highway Patrol has said it will also accept the actual physical completed by the physi-

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Dispatches

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cian or a smaller card that has been signed by both the doctor and the driver. For those who use the DOT physical distributed by OPI or the Montana Motor Carriers Association, there is a small block in the bottom left hand corner of the form that can be signed, cut out, and carried as proof that you have passed the physical.

Bus workshop
The Montana Association for Pupil Transportation (MAPT) will conduct its summer school bus transportation workshop June 17-19, 1992, in Lewistown. Registration materials will be mailed to transportation officials in mid-April.

New brake inspection requirement
The National School Transportation Association (NSTA) reports that after January 1, 1992, only "qualified" brake inspectors on a motor carrier's payroll will be permitted to certify the safety of commercial motor vehicle brake systems. The Federal Highway Administration has published a brochure called "What You Should Know About the Brake Inspection Rule." Contact NSTA (703-644-0700) for a copy.

Did you know?
Montana has 1,362 buses (excluding spares). School districts own 708 buses, and contractors own 654. A total of 59,553 Montana students are transported each day. Buses travel a total of 95,294 miles each day at a daily cost of $97,321. There are 1,370 bus routes in Montana driven by 2,373 certified school bus drivers. (Source: OPI TR64 printout for 1990-1991 school year.)

Bus safety week
October 18-24, 1992, has been designated National School Bus Safety Week. Each year, a theme is selected to promote school bus safety. Students interpret the theme in their poster contest entries. This year's theme is "Cross in view—the thing to do." Information on the poster contest can be obtained by contacting me at the number above.

Road facts
Congress, through the surface transportation bill, has instructed the National Highway Traffic Safety Administration (NHTSA) to issue regulations on improved child booster seats and changes in seat belt design to better accommodate children and short adults.

In the same bill, NHTSA was directed to begin rule-making on brake improvements and antilock systems for trucks, tractors, and trailers no later than May 31, 1992.

Drivers of "big rigs" who sneak back on the road without fixing their rigs when they fail a roadside safety inspection will face a $1,000 civil fine and 90-day license suspension. Employers who permit or require drivers to violate out-of-service orders will be fined up to $10,000. (Source: Insurance Institute for Highway) Safety)

LANGUAGE ARTS
Jan Hahn, Specialist
444-3714

Defining the significant writing program
The Significant Writing Program Standard (rule 10.55.713.5 of Montana's accreditation standards) states, "Teachers with a significant writing program, as determined by the local board of trustees, shall have a maximum load of 100 students." That rule goes into effect July 1, 1992.

The rule affects teachers of grades 7-12 in large school districts. The words "as determined by the local board" retain local autonomy, but they also give school boards the responsibility of defining a "significant writing program."

Members of Project Excellence, who pioneered Montana's accreditation standards, were ahead of policy-makers in many states when they wrote this rule on teacher load. The National Council of Teachers of English has had a long-standing policy favoring language arts class sizes of 25 and workloads of 100 students. (These loads were further reduced last year to 20 and 80 students, respectively.)

Most people realize that teaching good writing requires an incredible amount of teacher time for responding to student writing, holding individual conferences with students, facilitating peer editing groups, and scoring papers. Reducing class sizes for writing teachers should lead to improvements in student writing, since one-on-one feedback for student writers is the best way to boost achievement.

Hopefully, the local "significant writing program" definitions that emerge will strengthen and expand writing instruction in our 7-12 schools, lead to greater accountability, and ultimately reduce class sizes. The danger in this standard is this: In determining what constitutes a significant writing program, school boards may exclude many classes that currently have considerable writing components, thereby indirectly reducing the amount of writing that is taught in school.

Significant writing program definitions that already have been adopted include statements about the writing process and whole language instruction, about writing that is varied and purposeful, and about how frequently or how much students write.

I have several resources that may be of assistance, including my packet on "Defining the Significant Writing Program"; copies of innovative, alternative standards for teacher load; and information about workshops. If you would like any of these, please contact me.

CHAPTER 2
Kathleen Mollohan, Specialist
444-4317

Chapter 2 effectiveness study
Copies of a mandated evaluation of the effectiveness of Chapter 2 are available from the Office of Public Instruction.

During 1991, OPI contracted with an outside evaluator to assess the effectiveness of the use of Chapter 2 funds in two areas. The first area was state-level professional development training and workshops; the second was the use of funds for programs involving computer hardware, software, and other technology. The study also identified eight exemplary local programs. For a copy of the full study or the exemplary program descriptions, please contact me.

(Continued on page 11)

Kudos!

Congratulations to the following Montana students for their outstanding achievement !

All-USA Academic Team winners
Three Montana State University students have won places on the 1992 All-USA Academic team, continuing Montana's string of winners in this annual brain power competition sponsored by *USA Today*.

Andy Bayramian, a sophomore from Bozeman, and Jan Wright, a junior from Helena, made the All-USA first team. Sonja Short, a senior from Miles City, was named to the All-USA second team.

Bayramian was cited for creating a method of cutting weeds in wheat fields with a laser. Environmentally safe, the laser selectively kills weed infestations but leaves heatlhy wheat plants untouched. Wright was chosen for her work on behalf of funding for the gifted and talented education program in Montana's public schools. Short, a research assistant with the Montana Family Cancer Project, has detailed the relationship of spirituality to well-being during chronic illness and has studied the needs of multiple sclerosis patients in rural areas.

American Legion oratorical contest
The American Legion holds an annual oratorical contest for high school students. This year's winner in the Montana finals was Jason Kovnesky, a senior from Butte. His first-place victory earned him a cash award of $700 plus a one-year scholarship to the University of Montana. Kovnesky also won an additional $1,000 for appearing in the regional contest at Salem, Oregon, to take place April 6, 1992. Should Kovnesky win at Salem, he will advance to one of the four sectional contests to be held at Salt Lake City, Utah, on April 8. Losers at the sectional contest will go home with $3,000 each, while winners will advance to the national finals at Baton Rouge, Louisiana, where scholarships range from $18,000 for the first-place winner to $12,000 for fourth place.

Runners-up in this year's Montana finals were Craig Elings of Cut Bank (second), Bryan Beker of Glendive (third), and Jennifer Peterson of Buffalo (fourth). All runners-up won cash awards and scholarships to the University of Montana.

All Montana students are invited to participate in the contest. For more details, contact a local American Legion post, or contact Herb Barrett, 710 Stephens Ave., Missoula, MT 59801 (549-4265).

Bicentennial winners
Teacher Bob Hislop and his government class at Polson High School are the Montana winners of the National Bicentennial Competition on the Constitution and the Bill of Rights. The class will compete in Washington, D.C., April 25-27, 1992.

Science and Humanities Symposium winners
At the six-state International Junior Science and Humanities Symposium held at Salt Lake City, Utah, in February, four Montana students placed in the top five in competition involving science research papers. They are Julie Clay, Capital High, Helena; Barbi Ganzer, Sentinel High, Missoula; Alana Galbraith, Big Sky High, Missoula; and Jose Yates, Browning High, Browning.

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SOCIAL STUDIES
Linda Vrooman Peterson, Specialist, 444-5726

Robert A. Taft Institute
The University of Montana, in conjunction with the Robert A. Taft Institute of Government, is providing an exciting opportunity to explore American politics and their relationship to tribal government and American Indian law along with academicians, government officials, and political experts.

The 30 participants in this four-credit graduate seminar will receive fee waivers, housing, meals, and texts. The Taft Institute requires an enrollment contribution of $75 for those who commute and $125 for those who live on campus. The 10-day seminar will be held on The University of Montana campus from June 29 through July 10, 1992.

The institute will cover such subjects as American constitutionalism, the legislative process, the chief executive, campaigning, and local government from the twin perspectives of American political theory and practice and American Indian self-government. A separate emphasis will include such topics as American Indian law, policy, heroes, and teaching the American Indian student.

Those eligible for admission include elementary and secondary social studies teachers, administrators, and librarians; community college instructors of history and government; other teachers (including state-licensed English as a Second Language teachers) who promote democratic values in their courses; and graduate students in education who are preparing for careers as social studies teachers. Special consideration will be given to applicants whose professional responsibilities extend to American Indian students.

Those not eligible for admission include Taft Seminar fellows from the preceding three years, participants in another 1992 Taft Seminar, and foreign nationals.

Applications can be obtained from the seminar director, Dr. Jim Lopach, Department of Political Science, University of Montana, Missoula, MT 59812 (243-5202). The application deadline is April 10, 1992.

Social studies programs of excellence
Each year the National Council for the Social Studies (NCSS) identifies exemplary social studies programs throughout the United States. The council publishes a directory of "Social Studies Programs of Excellence" and singles out two programs for national awards.

An exemplary program is a currently implemented social studies program of outstanding quality based on a curriculum framework consistent with the NCSS Social Studies Curriculum Guidelines or the NCSS Standards for the Preparation of Social Studies Teachers.

The NCSS Social Studies Programs of Excellence will recognize complete social studies programs, not single courses or parts of programs, which encourage articulation; balance of content; a variety of teaching strategies; and the involvement of teachers, students, and the community.

Applications can be obtained from me. The application deadline is May 15, 1992.

Scholars in the Schools program
The Montana Committee for the Humanities is currently seeking letters of interest from school superintendents or principals of middle schools, junior highs, 7-8 schools, or high schools in rural Montana to host a humanities "Scholar in the School" for the 1992-93 school year.

The Montana Committee for the Humanities will screen the scholar candidates and forward a short list to the chosen school for final selection.

The scholar will spend two days per week in the chosen school during the 1992-93 academic year. The school must provide classroom space for the scholar while he or she is at the school; substitutes for the teachers involved; and the use of phone, office equipment, and supplies by the scholar (these are to be documented as in-kind contributions to the Scholars in the Schools program).

In addition to the stipend and expenses paid to the scholar, $2,000 has been budgeted for field trips and tickets; $1,500 has been budgeted for reference materials for the program.

If your school is interested in hosting a scholar, your application must be postmarked by April 15, 1992. Send a letter of interest and a three- to four-page description of your administrators' and teachers' goals for the Scholars in the School program to the Montana Committee for the Humanities, P.O. Box 8036, Missoula, MT 59807 (243-6022).

Oral history conference
The Montana Oral History Association will hold a one-day conference in Dillon on Saturday, May 16. "Using Oral History to Document Community History" is a special workshop for teachers. Registration is $5 for the day. For more information, write the Montana Oral History Association, P.O. Box 4985, Helena, MT 59604, or call John Terreo, Montana Historical Society (444-4779).

Global education conference
The Montana Council for the Social Studies, the Institute for Peace Studies of Rocky Mountain College, and the Office of Public Instruction will sponsor a global education conference in Billings June 15-17, 1992.

The Montana Model K-12 Social Studies Curriculum 1992 states: "Every society struggles with the desire for independence and the realities of interdependence. What happens in the most distant part of the world may quickly affect us. Students and teachers in Montana must understand the worldwide dynamics of the human, technological, economic, and ideological distance as culture is shared across the world. Interdependence demands that our perspective be global."

The goal of global education is to enable citizens in our democracy to participate more actively at local, state, national, and international levels of government, business, technology, and cultural life.

"Montana in the Global Community: A Teachers' Gathering" will provide teachers an opportunity to discuss global curriculum content, educational strategies, and appropriate teaching. They will also exchange ideas, materials, and resources. For more information, please contact me.

AUDIOVISUAL LIBRARY
Jim Meier, Supervisor 442-3170

Interactive video is here
The Office of Public Instruction HIV/AIDS education program has acquired a set of three interactive laser videodiscs from ABC NEWS Interactive. See the AIDS Education column in this issue's "Dispatches" for more information about the videodiscs. The videodiscs are available for rental from OPI's Audiovisual Library:

60014: TEENAGE SEXUALITY
60015: DRUGS AND SUBSTANCE ABUSE
60016: HEALTH: AIDS

New videos
The following videos were recently added to the Office of Public Instruction Audiovisual Library collection and are now available for rent. To book them for your class, please contact your school coordinator or call Jim Meier at 442-3170.

(Age levels: P=primary, I=intermediate, J=junior high, H=high school, A=adult)

Guidance
21113: THE PARENTING PUZZLE—PIECE BY PIECE. This video of a workshop by Nancy Johnson focuses on the importance of the parent as a role model and teacher. It challenges parents to explore the skills their children need to become life-long learners. 90 minutes (A).

Health, P.E., drugs
21114: DRUGS AT WORK (EMPLOYEE VERSION). Helps coworkers become aware of the signs and effects of drug use. Uses personal interviews of people involved with on-the-job tragedies related to drug use to illustrate the need for education and employee assistance programs. 24 minutes (A).

21115: DRUG ABUSE—MEETING THE CHALLENGE. Charles Schuster, PhD., describes drug abuse as the world-wide public health issue we can't ignore. Reports on what causes it, how to prevent it, and how to treat it. 26 minutes (A).

21116: GETTING HELP (EMPLOYEE VERSION). Discusses employee assistance programs, why each company/agency should have one, and how to make them effective. 24 minutes (A).

21117: DRUGS AT WORK (EMPLOYER VERSION). Describes the dangers of drug use on the job and the importance of awareness and education in the workplace. Uses interviews of former users/employees. 23 minutes (A).

21118: DRUG FREE WORKPLACE. Segments of a seminar held by the Associated General Contractors of America (AGC). Discusses problems of drug use on and off the job, how drug use affects company and public safety, paraphernalia found on job sites, profile of users, importance of education, and how to write a drug policy and implement it. 33 minutes (A).

21119: DRUGS AND AIDS: GETTING THE MESSAGE OUT. Discusses education and understanding as the best weapons in the war on drugs and AIDS. Shows how AIDS will touch every family. 26 minutes (JHA).

21120: TOWARD A DRUG-FREE WORKPLACE. Describes the Drug-Free Workplace Act. Explains seven categories of drugs, how they are used, effects of each, and the cost of drug use to society. 13 minutes (HA).

21121: GETTING HELP (EMPLOYER VERSION). Describes how effective employee assistance programs work plus guidelines on how to implement programs. 23 minutes (A).

Guidance
21122: NO MORE SECRETS—CHILD SEX ABUSE IN AMERICA. Profiles sexual abuse of children in America. Victims share their feelings with counselors. Shows how to avoid abuse and how to tell an adult about an abusive experience. PLEASE PREVIEW BEFORE SHOWING. 24 minutes (IJHA).

21123: PERSONAL FITNESS: LOOKING GOOD AND FEELING GOOD. Four-part series allows teachers to tailor a physical

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fitness program for students' individual needs. Includes a teacher's guide, teacher's video, and three videos to show to students. 128 minutes (HA).

21124: YOUR CHOICE—OUR CHANCE: PARTNERS. Designed for use by community members, this video focuses on helping students who drink and use drugs. 30 minutes (A).

21125: YOUR CHOICE—OUR CHANCE: SUNSET HOUSE. Designed for use by community members, this video introduces Sunset House, which operates a 24-hour crisis line, provides free counseling, and is linked to city and county offices and local schools. 30 minutes (A).

21126: YOUR CHOICE—OUR CHANCE: PARENTS AND SCHOOLS. An early childhood education specialist describes the impacts of drug abuse and talks about the importance to children of feeling secure in their families. Designed for use by community members. 30 minutes (A).

21127: YOUR CHOICE—OUR CHANCE: PENALTY KICK. Eric, a risk-taking hemophiliac, and George, a boy pressured by his father to excel in soccer, find themselves in trouble. Alcohol "relaxes" George, and he tempts Eric with a drink. 15 minutes (I).

21128: YOUR CHOICE—OUR CHANCE: I THINK I AM. Diane, a girl with a poor self-image, and Rod, a boy in a wheelchair with a positive self-image, take part in a skit about choosing to reject or accept drugs. 15 minutes (I).

21129: YOUR CHOICE—OUR CHANCE: FITTING IN. Theresa has relocated to a new town and school. She joins a group of students who are risk-takers, is offered marijuana, and has to decide whether to accept it. 15 minutes (I).

21130: YOUR CHOICE—OUR CHANCE: THE BIG BREAK. Deborah is offered a job as a model to advertise alcoholic beverages. Her younger friend isn't happy about the prospective job when she finds out her father has a drinking problem. At a party, Deborah decides whether to take the job. 15 minutes (I).

21131: YOUR CHOICE—OUR CHANCE: THANKS BUT NO THANKS. Karen wants to impress Robert, a high school athlete. When alcohol is offered at a beach party, Karen says "no," as does Robert. 15 minutes (I).

21132: YOUR CHOICE—OUR CHANCE: GOOD PRACTICE. Jeff and Darren are pressured by their teammates to use snuff. Darren gives in once, but with the help of Jeff's sister, the two boys and another friend practice ways of refusing snuff. 15 minutes (I).

21133: YOUR CHOICE—OUR CHANCE: SISTER, SISTER. Alicia works odd jobs to buy a bicycle. She suspects her sister, Sophia, of stealing her bike to support her drug habit. Alicia finds her sister's stash and decides not to cover for her any longer. 15 minutes (I).

21134. YOUR CHOICE—OUR CHANCE: DECISIONS. James's parents have divorced, his father has left town, and James is responsible for his younger brother. His talent as a drummer is slipping and after breaking his drum, he yields to pressure and spends a night drinking. When his drinking endangers his brother's life, James makes positive decisions. 15 minutes (I).

21135. YOUR CHOICE—OUR CHANCE: A FRIEND INDEED. J.D.'s friend, Brad, has a serious drinking problem. J.D. alienates Brad by trying to help him. After Brad gets into trouble while fighting, J.D. and Tony go to a teacher for help. 15 minutes (I).

21136: YOUR CHOICE—OUR CHANCE: LIKE YOU, DAD. Jack takes a health test and finds his smoking, lack of exercise, and poor eating habits have affected his pulse rate and blood pressure. When his son smokes one of his cigarettes, Jack realizes his influence on his children and quits smoking. 15 minutes (I)

NATIONAL DIFFUSION NETWORK (NDN)

Patricia B. Johnson, Specialist
444-2736

The National Diffusion Network (NDN) is a body of over 400 educational programs validated by the U.S. Department of Education as educationally effective, cost-efficient, and replicable. They have proven themselves in thousands of classrooms across the country—in preschools, kindergartens, and elementary and secondary schools.

As the Montana state facilitator for NDN programs, I provide practical assistance to public and private schools that want to adopt an NDN program or submit a program for inclusion in the NDN. For more information, please contact me at the phone number above.

Program benefit
Montana teachers who use NDN programs say one of the greatest benefits of NDN programs is that they make them better communicators. When all or most of the staff use the same educational delivery techniques, a common language evolves that improves communication with students and with other staff members.

Program highlight: Project Success Enrichment
Project Success Enrichment is an NDN program that works with students of all ability levels and ethnic origins in grades 2-12. Innovative techniques for integrating reading, writing, and thinking with visual art and other disciplines are used.

Project Success enhances critical and creative thinking by helping students make connections between the writing process and the creative thinking process. Teachers learn to use hands-on, process-oriented, cooperative methods in presenting lessons.

Project Success lessons are sequential, creative, and flexible and can be infused into existing classroom programs.

This summer, there will be many opportunities for educators to learn to use Project Success. A multistate Project Success Conference will be held in July. These are the dates:

June 10-12: Part I training—EMC, Billings

June 15-19: Part I, II training—Seeley Lake School

June 22-26: Part II training—EMC, Billings

June 29-July 1: Part I training—Bonner

July 6-8: Part I training—WMC, Dillon

July 21-23: Project Success Conference—EMC, Billings

August: Part II training—EMC, Billings

Contact Chere Ring, Project Director, 255-3883.

Program highlight: CRISS—Content Reading Including Study Skills
CRISS helps students better organize, understand, and retain course information. Students receiving the CRISS method of instruction "learn how to learn." This technique can be applied in any content area for students of all ability levels in grades 4-12.

CRISS advocates a change in instructional style and can be used with any existing curriculum. In Montana and more than 20 other states, CRISS is used successfully in science, writing, reading, English, math and other classes.

Contact Lynn Havens, Project Director, 756-5011.

GUIDANCE

Judy Birch, Specialist
444-5663

Fighting child abuse
Child abuse is an issue that continues to surface in schools and communities around our state and nation. I receive many calls from schools requesting training and resource materials on child abuse that can be provided to Montana's schools. Let me highlight a few resources:

The Montana Department of Family Services is willing to provide training and information to schools and communities. Contact John Madsen or Randy Koutnik at 444-5900.

The Department of Family Services and OPI produced a booklet entitled "Montana School Guidelines for the Identification and Reporting of Child Abuse and Neglect" (available from me).

The National Center For Missing and Exploited Children has a toll-free hotline: 1-800-843-5678. This organization has publications available; they also help in finding missing children.

The Maryland Department of Education has a publication entitled "Child Abuse and Neglect Prevention—Instructional Guidelines For Schools," which you can obtain by writing the Maryland State Department of Education at 200 West Baltimore Street, Baltimore, MD 21201-2595.

Finally, I have received a commercial publication from the Adam Walsh Children's Fund entitled "Kids and Company: Together For Safety." It is a classroom curriculum designed for grades K-6. Contact the Adam Walsh Children's Fund (407-775-7191), or write to Kids and Company, 11911 U.S. Highway One, Suite 301, North Palm Beach, FL 33408.

Teacher fellowship
The American Association of University Women (AAUW) offers the Eleanor Roosevelt Teacher Fellowships to help teachers develop a better understanding of how girls learn, think, and play. The fellowships also help teachers create classroom strategies for encouraging girls to excel.

For more details on this fellowship, write American Association of University Women, Educational Foundation, 1111 16th St. NW, Washington, DC 20036.

Career leaders' network
Individuals interested in career counseling might wish to join Dr. Ken Hoyt's National Career Education Leaders' Communication Network. Membership is free.

The network provides counseling materials and information not generally available through other sources. Contact Dr. Ken Hoyt, Counselor Education and Educational Psychology, Bluemont Hall, Kansas State University, Manhattan, KS 66506-5312.

Carrer workshops
The annual ICDM (Improved Career Decision Making) workshops sponsored by the Office of Public Instruction and the Department of Labor will be held in Billings at the Ramada Inn April 14-16 and in Great Falls April 28-30. For ICDM veterans we have new materials—written and visual—to show you. This conference is for anyone who is involved in career decision-making: counselors, librarians, parents, or anyone else interested in using labor market information to make career decisions. For further information, contact me at the number above or Bob Arnold at the Department of Labor (444-3235).

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Dispatches

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SCHOOL FOOD SERVICES
Gary Watt, Director
444-2505

Annual food service conference
The 16th annual Montana School Food Service Conference will be held in Billings at the Billings Plaza Holiday Inn, July 29-31, 1992. The conference is sponsored by the Office of Public Instruction and the Montana School Food Service Association (MSFSA). On July 28th, the MSFSA will hold its annual certification sessions at the same location.

The conference theme is "Share the Vision—Healthy Children." Topics including menu planning, nutrition, food safety and sanitation, interpersonal communications, and administrative issues will be examined through general sessions, hands-on workshops, and panels.

On July 30, participants will have the opportunity to visit with business and industry personnel and view the latest in equipment, food products, and services at the large exhibitors' show in the Holiday Inn Trade Center.

Information about the conference will be sent to all school food personnel and administrators in late April.

Rooms have been blocked for conference participants to reserve at the Billings Plaza Holiday Inn. Expenses for this conference may be paid by the school food service Fund 12.

Bid schedules
The following is the schedule for the cooperative food bid for fall 1992:

- Order forms to schools: Apr. 1, 1992
- Orders back from schools: May 22, 1992
- Call for bids: July 10, 1992
- Bid opening: Aug. 25, 1992
- Bid award: Aug. 28, 1992
- Price list to schools: Sept. 4, 1992
- Order forms for December bid to schools: Sept. 25, 1992
- Foods delivered to OPI: Oct. 2, 1992
- Administrative fee billing to schools: Oct 2, 1992
- Delivery to schools completed: Oct 16, 1992

For more information, contact Kenadine Johnson (444-4412).

GENDER EQUITY
Pat Callbeck Harper, Specialist
444-1952

Expanding Your Horizons
Montana's Expanding Your Horizons conferences are celebrating their tenth anniversary this year. Our first EYH conference was held in Billings at Rocky Mountain College in 1982. Since then, 12 other sites have hosted the event, most of them annually: Kalispell, Missoula, Helena, Great Falls, Havre, Butte, Dillon, Lewistown, Bozeman, Glendive, Glasgow, and Miles City.

The goals of EYH conferences are as follows:

- To increase young women's interest in mathematics and science;
- To foster awareness of career opportunities for women in math- and science-related fields; and
- To give students an opportunity to meet and form personal contacts with women working in traditionally male occupations.

The conference offers a number of small-group, hands-on workshops, which give participants an in-depth look at career options.

Since its national beginning in 1976, Expanding Your Horizons (EYH) has grown to a program of 87 sites reaching a total of over 225,000 participants.

In Montana last year, over 2,000 female and male students enjoyed the events. (Although the program is targeted to female students, male participants have reported that EYH provides the best exposure to careers in math and science they can get.) Montana is the most active EYH state in the nation, second only to California, where EYH began.

Listed below are this spring's Expanding Your Horizons conference dates. For more information about a conference near you, please contact me.

Butte: April 4, Montana Technical Institute

Dillon: April 11, Western Montana College

Billings: April 25, Rocky Mountain College

Educational equity events
Mark your calendar for the following events:

July 12-15, 1992: National Coalition on Sex Equity In Education annual conference, Rapid City, South Dakota: A conference of equity educators with nationally prominent speakers, plus performance by the Montana Logging and Ballet Company. If you are interested in accompanying me and other Montana equity educators to this conference, call 444-2410 or 444-1952.

August 3-7, 1992: Power Teaching Inservice, Great Falls: A five-day intensive inservice on theory and methods of raising the achievement levels of all students by addressing issues of self-esteem, literacy, math methods, racism, and sexism. For information on how to register, contact OPI's Gender Equity Office at 444-2410 or 444-1952. (University credit is offered; fee is approximately $30.)

Fact: 73% of all U.S. women currently work full time outside the home.

MOTORCYCLE SAFETY
Jim Bernet, Specialist
444-4569

OPI offers motorcycle training
Motorcyclists will soon begin wheeling their bikes out of winter storage and hitting the roads, taking advantage of the earliest possible spring riding weather. Many of these riders, particularly younger riders, will not be adequately prepared for the road and traffic conditions they will meet. Most have had no formal rider training.

The Montana Motorcycle Safety Education Program (MMSEP) offers motorcycle skills training in most of the larger Montana cities.

Our training season begins in April or May and runs through September or October, depending on location.

The MMSEP is a voluntary program that uses a high-quality curriculum developed by the nationally recognized Motorcycle Safety Foundation. We offer courses for both novice and experienced riders. Each course provides classroom and riding exercises designed to increase the rider's ability to see and react to road and traffic hazards.

Our courses are open to all riders; however, we'd like to train more young riders. Young adults 16 to 24 years old are over represented in motorcycle accidents, particularly single vehicle accidents. This age group currently makes up about 10 percent of our classes.

To try to reach more kids, MMSEP is distributing free materials to driver educators. These materials are designed to be used in driver education classes to familiarize students with MMSEP. The package contains a workbook, videos, posters, and brochures.

Please help us reach this important rider group. If we can teach them proper techniques now, they will be better riders all their lives.

Materials and information about MMSEP courses can be obtained by calling me at 1-800-922-BIKE.

AIDS EDUCATION
Laurie Volesky-Kops, Specialist
444-3178

The Office of Public Instruction HIV/AIDS Education Program has acquired a set of three interactive laser videodiscs from ABC NEWS Interactive. The videodisc package, entitled "Health: Understanding Ourselves," includes three subject areas: AIDS, Drugs and Substance Abuse, and Teenage Sexuality. Former Surgeon General C. Everett Koop and ABC "Nightline" host Ted Koppel are the primary narrators.

The videodiscs are excellent resources for teaching about AIDS, substance abuse, and sexuality in the classroom. They feature instant access to video clips, HyperCard computer software, closed-captioning, and a detailed guidebook including chapter guides and lesson plans. The videodiscs are available from the Office of Public Instruction's Audiovisual Library, 442-3170.

For information on training, or if you have problems with the videodiscs, call Steve Meredith, OPI Apple Macintosh Computer Specialist (444-3563).

CHAPTER 1
Nancy O'Hara, Specialist
444-1953

Chapter 1 spring workshops
The ESEA Chapter 1 staff at OPI will conduct three workshops this spring:

April 22: Cottonwood Inn, Glasgow—9 a.m.-4 p.m.

April 24: Ramada Inn, Billings—9 a.m.-4 p.m.

April 27: Village Red Lion Inn, Missoula—8:30 a.m.-3 p.m.

Each workshop will be designed to help school districts complete their application and evaluation forms. The Chapter 1 staff will present workshops dealing with all aspects of Chapter 1: needs assessment, student selection, program improvement, parent involvement, evaluation, fiscal records, capital expenses, and allocations. Each school district attending the workshop will receive a packet of information containing 1991-92 evaluation forms and 1992-93 application forms with instructions. Each district will also receive its 1992-93 allocation, if available. Preregistration is required. For more information, please call me.

Assessing reading and writing
Whole language and literature-based reading instruction are changing our views on how to evaluate reading and writing. Eastern Montana College is offering a two-semester-hour course this summer to introduce

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new tools for assessing reading and writing during daily instruction.

Teachers are encouraged to bring pieces of writing and other student work to the class. From these examples, Dr. Susan Glazer will demonstrate how pieces selected by teachers and students can be combined into a portfolio showing literacy development.

Dr. Glazer, nationally known for her work in reading assessment, is vice-president-elect of the International Reading Association and professor of reading at Rider College, New Jersey. Dr. Glazer is presently publishing a book on portfolio assessment. Prepublication sections of this book will be used in the course. She has also authored and edited many books and articles, including Comprehension and Self-monitoring (Scholastic), Reexamining Reading Diagnosis: New Trends and Procedures with Lyndon Searfoss and Lance Gentile (International Reading Association), and Reading Diagnosis and Instruction: A C-A-L-M Approach with Lyndon Searfoss (Prentice Hall).

Dates and times for the course are as follows:

July 29: 4-9 p.m.
July 30: 10 a.m.-noon; 1-5 p.m.
July 31: 8 a.m.-noon; 1-5 p.m.
August 1: 8 a.m.-1 p.m.
August 3: 9 a.m.-noon; 1-4 p.m.

The course will cost about $175. Campus housing will be available through the Residential Life Office at Eastern (657-2333). For more information, contact Eastern Montana College (657-2011).

HOME ECONOMICS
Laurie Potterf, Specialist
444-2059

Consumer & Homemaking funding in jeopardy

Thirty-one grant proposals have been submitted in the category of Consumer and Homemaking Education under the Carl Perkins Vocational/Applied Technology Act. Proposals were read, and all recipients should be notified of their status by April 1, 1992.

To ensure future opportunities for expanding and improving what you offer to your home economics students through federal funding, please continue reading.

President Bush has proposed that line item funding for Consumer and Homemaking Education be eliminated beginning with the 1993-94 school year.

It is imperative that you contact our congressional delegates and President Bush before the end of April and inform them of the projects your students have benefited from due to this funding. Thank them for their past support of consumer and homemaking education. Use specific examples of how consumer and homemaking education programs are effective in your area and the impact they have on students. Cite numbers of students served and how the program addresses critical issues facing individuals and families. State that these federal funds are critical to Montana programs in order to improve programs, develop curriculum, update equipment and facilities, stay current with new technology, and provide application for academic skills. Request them to support funding at the authorization level of $45 million.

Administrators, school board members, parents, students, and advisory council members should all be urged to write in support of this funding. Please send me copies of your letters.

Mark your calendar

June 15-17, 1992, the Western Dairy Council will sponsor a Food and Nutrition Science Workshop at Montana State University. One semester credit is available. The regular tuition fees plus a $35 fee for lab and materials will be charged. The class will focus on experiments that teach food science principles.

Also at MSU, June 24-26, "Integration: FHA Advisers Make the Difference" will be taught by Teresa Stone from Washington. One semester credit is available. This is a great way to reinforce the objectives you teach in home economics with the programs and activities used in Future Homemakers of America, plus offer your students opportunities to develop leadership skills that are not part of the home economics curriculum. Whether you're experienced or a novice in the FHA/HERO program, this will be a learning experience for you.

BICYCLE/PEDESTRIAN SAFETY
Mary Cheryl Larango, Specialist
444-0516

As OPI's new bicycle/pedestrian safety specialist, I am working to develop an elementary and middle school curriculum to teach safe walking and bicycling. This curriculum will meet the Traffic Education Model Learner Goals in accordance with Montana regulations (ARM 10.55.603 and ARM 10.55.1001 [1]). These regulations state: "Traffic education shall be an integrated K-12 curriculum that develops the concepts, skills, attitudes and values needed for a lifetime of safe, drug-free, courteous, and efficient use of roadways, as passenger, pedestrian, bicyclist, motor vehicle operator."

Here are some of my goals: 1) encourage students to wear a bicycle helmet when riding; 2) teach students to be visible, competent, safe, and predictable when bicycling or walking; 3) help students realize the benefits of integrating bicycling and walking into everyday life; and 4) promote bicycling and walking as attractive and realistic modes of transportation and as enjoyable, lifetime recreational activities.

Bicycle training

Bicycling has many benefits. It reduces pollution, saves energy, reduces traffic congestion, promotes health, provides preventive medicine, and it's economical.

In order to promote "on-bike" training, OPI plans to purchase an enclosed trailer to accommodate bicycles and helmets for bicycle education. The trailer will be used when training teachers who will in turn will train other teachers. Trained teachers will then use the trailer for lessons with their students. We plan to divide the state into regions; trainers will be resources for these regions.

Our bicycle training objectives call for getting kids "on bike." I believe that just as you can't teach kids to swim without getting them in the water, you can't teach them bicycle skills without getting them on bicycles. When kids bring their own bikes to a training session, trainers tend to spend half their time dealing with the bikes instead of training. If trainers provide the bikes and helmets, the time can be spent "on bike."

We hope the usefulness of this trailer unit will encourage communities to accumulate their own bicycle training equipment.

Helmet use

Injury is the number one cause of death and permanent disability among children today. Three of every four deaths related to bicycle injury involve the head.

The bicycle helmet can save lives and reduce injury. Helmets have been shown to be nearly 85 percent effective in protecting against a serious head injury.

As a symbol of healthy activity, the bicycle is frequently used in textbooks, in promoting events, and in advertisements. Unfortunately, the bicyclists pictured in such ads usually are not wearing a helmet.

The old adage, "a picture is worth a thousand words," was never truer than in the case of bicycle helmet use. A picture showing a bicycle rider wearing a helmet encourages the use of helmets without saying one word.

Children will wear helmets if they think it is the "normal" thing to do. I am working to encourage publishers, events coordinators, and merchants to avoid showing illustrations of bicyclists riding without helmets. You can help me. If you see such illustrations, please bring it to the attention of the publisher, coordinator, or merchant.

Thanks for your help!

Drug education program

(Continued from page 4)
understand how their children change and behave at different age levels. They need to know when their children's behavior is cause for concern.

A broad representation of agencies such as law enforcement, health, and social agencies; business; and religious organizations should work together to support the program. Support can take the form of giving young people a consistent "no use" message concerning drugs, alcohol, and tobacco. Groups might work together to develop a community resource guide to services and healthy options for young people.

Evaluating the program

A truly comprehensive drug education program must include evaluation. Schools should develop a process for gathering feedback about what is and is not working in the program. The process should include methods of reorganizing the plan to deal with problems or new issues.

A comprehensive drug education program will take time, commitment, and some resources. Fortunately, this is one area where the federal government has committed resources and dollars.

If your school district and community are willing to make the commitment and take the time, a comprehensive drug education program can help children resist peer pressure to use tobacco, illicit drugs, and alcohol. It can also help children become healthy, resilient adults who are able to make appropriate decisions and adapt to a continually changing world. ■

Excerpted from "What is a Comprehensive Drug Education Program?" by permission of the author, Claudette Morton. The article was first printed in The Country Connection, *a newsletter of the Rural Education Center, Western Montana College.*

Bulletin Board

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

WORKSHOPS/CONFERENCES

Technology education workshop
The Western Montana Educational Consortium will host a workshop on technology education June 8-12, 1992. The workshop will include such topics as network management, Microsoft Works word processing, database, and spreadsheets, WordPerfect, Linkway, Express Publisher, gradebook programs, desktop publishing, writing across the curriculum, telecommunications, and multimedia. Two University of Montana credits are available. Contact Bill Patton, Chair, Department of Professional Education, School of Education, University of Montana, Missoula, MT 59812 (243-5023).

Early childhood conference
"Kids Reach for the Sky" is the theme of the Zone 7 conference, sponsored by the Montana Association of Elementary and Middle School Principals and NAESP, to be held June 17-20, 1992, at Big Sky. This conference is for administrators, teachers, and others involved in early childhood issues. Contact School Administrators of Montana, 1 S. Montana Ave., Helena, MT 59601.

Perinatal conference
The Montana Perinatal Association (Healthy Mothers, Healthy Babies) will hold its 1992 conference April 23-25, 1992, at Fairmont Hot Springs. The conference will cover topics such as fetal alcohol syndrome, rural access to health care, and more. Preregister by April 15. Contact the Office of Continuing Education for the Health Professional, 318 Montana Hall, Montana State University, Bozeman, MT 59717 (994-4930).

Yellowstone Institute
The Yellowstone Institute at Yellowstone National Park offers over 70 different courses throughout the year. The courses include such topics as wildflowers, grizzly bear ecology, geology, nature photography and writing, fly fishing, lake canoeing, and Native American history. Many courses are offered for college credit. For a catalog of courses, write the Yellowstone Institute, Box 117, Yellowstone National Park, WY 82190 (307-344-7381, ext. 2384).

Math/science writing
The Montana Council of Teachers of Mathematics and the Department of Mathematical Science at the University of Montana are sponsoring a conference designed for K-12 math and science teachers who want to learn to write mathematics and science articles and to teach writing in their classrooms. Participants may receive two graduate credits and a stipend. The workshop will provide four days of intensive training. Applicants must submit an application and a sample of writing. The conference is limited to 24 participants. Contact Dr. Johnny W. Lott, Department of Mathematical Science, University of Montana, Missoula, MT 59812.

Environmental education
For the twentieth consecutive year, the Custer National Forest (Billings) and the North Dakota Department of Game and Fish will present environmental education workshops during the summer of 1992. The workshops are designed for teachers, youth group leaders, and anyone else with outdoor interests. One workshop will take place June 8-11 near Washburn, North Dakota; the other takes place August 5-8 near Red Lodge, Montana.

Participants take part in field investigations in forests, soils, water, range, and wildlife. Tuition is $90. Two semester graduate credits are available from the University of North Dakota for $25. Many conservation districts in Montana offer partial or full scholarships. Inquire at your local soil conservation service office.

Preregistration is required. Contact the director of the workshop you wish to attend: Washburn Workshop—Dave Jensen, ND Dept. of Game and Fish, 100 N. Bismarck Expressway, Bismarck, ND 58501 (701-221-6322). Red Lodge Workshop—Dr. Will Clark, Custer National Forest, P.O. Box 2556, Billings, MT 59103 (657-6361).

RESOURCES

National Geographics available
Lucille Faltermeyer would like to donate her collection of *National Geographic* magazines, dating back to 1950, to a school. Contact her at 937 12th Ave., Helena, MT 59601.

STUDENT CONTESTS

State parks poster contest
In order to enhance students' understanding, awareness, and appreciation of Montana's state parks, the Parks Division of the Montana Department of Fish, Wildlife and Parks is sponsoring a statewide poster contests for Montana fifth graders. The contest theme is "Why I Like State Parks." Participating schools will submit their top five selections as finalists in the contest. From among these finalists, first-, second-, and third-place winners will be chosen to receive savings bonds. The school submitting the winning poster will receive a free Lewis and Clark Caverns video and the *Great Escapes* book for its library. Contact Debbie Cheek, Department of Fish, Wildlife and Parks, 1420 E. 6th Ave., Helena, MT 59620 (444-4701) to request contest rules and entry forms. Deadline for entries is May 1, 1992.

Etcetera

The inside scoop on America's free enterprise system

The Montana Chamber of Commerce is looking for motivated high school students and teachers to spend a week this summer learning the inside scoop on the American free enterprise system at "Business Week '92." Business Week '92 will take place June 7-12, 1992, on the Montana State University campus.

With up to 200 high school juniors and seniors plus teachers converging on the campus, the week promises to be anything but mundane. Throughout the week, business leaders explain what it takes to be successful while struggling with the pressures of competition. Working in groups, participants use this information to form "companies" and sell their own mythical "products" to the public. The companies work with a computer-based simulation of business transactions. Can the company expand the sales area and still make money? Can it cut back on supply successfully to save money? Would an increase in advertising create more demand? It is all in the week's fun. (Yes, these hypothetical companies can go broke, too!)

Participants unwind from the discussions and business decisions with late afternoon and evening entertainment.

The Montana Chamber of Commerce has been bringing students and teachers together at Business Week for the last 10 years with the support of Montana businesses, individuals, civic groups, and the Montana Council on Economic Education. These entities contribute scholarship funds, so participants pay nothing but their own transportation and a filing fee of $30. Scholarships cover dormitory rooms, food, and materials.

Teachers may use Business Week '92 toward two graduate credits.

As incentives to students considering additional higher education, Montana State University and the University of Montana will each award six scholarships worth $500 each to six Business Week student participants. School counselors and principals throughout Montana have received information and applications for Business Week '92.

More information is available from the Montana Chamber of Commerce, P.O. Box 1730, Helena, MT 59624 (442-2405). Deadline for applications is April 30, 1992.

Teach students to exercise their rights

This year, Montana will hold two important elections, a primary and a general. We will decide who will govern the state, who will represent us in the U.S. House of Representatives, and who will lead the nation as president. This year's primary election will be even more important than usual because, for the first time, two statewide ballot issues will appear on the primary ballot.

Right now is an opportune time to make sure you are registered to vote and to begin helping your students understand the political process by weaving it into the curriculum. Montana Secretary of State Mike Cooney and Superintendent of Public Instruction Nancy Keenan would like to remind you that as an educator, you can play an important role in teaching students of all ages about their rights and responsibilities as citizens of this state and nation.

If your students will be 18 years old by election day (either primary or general), encourage them to register and vote. The registration deadline is May 4, 1992, for this year's June 2 primary election. The registration deadline for the November 3 general election is October 5.

If you need voter registration cards or more information about registering and voting, contact your county election administrator or the Secretary of State's office (444-4732).

Carroll College offers language programs

Carroll College in Helena is now offering fully accredited programs in Spanish and French teacher education, according to Dr. Tomas Graman, associate professor of Spanish at Carroll.

Dr. Graman said Americans increasingly recognize the importance of multilingualism. The State of Montana has acknowledged this by mandating that second languages be offered in middle and junior high schools by July 1994 and in elementary schools by July 1999.

If you are interested in Carroll's Spanish teacher education program, contact Dr. Graman at 442-3450, ext. 362. Those interested in the French program may contact Professor Nathalie Oppedahl at 442-3450, ext. 363.

Montana SCHOOLS

CALENDAR

April

5-11: National Library Week
5-11: Week of the Young Child
6: *NDN Satellite Broadcast, "Eisenhower Program: Pursuing Goals in Science Education"
6-8: Special Education Monitoring Review Workshop, Billings—Susan Bailey, OPI, 444-2046
6-8: Montana Indian Education Assoc. Convention, Billings—Marg Perez, 353-2203
7: *NDN Satellite Broadcast, Eisenhower Science/Math
7: World Health Day—Laurie Volesky-Kops, OPI, 444-3178
9-10: Montanans Caring for Kids Conference, Kalispell—Judy Birch, OPI, 444-5663
9-11: State FFA Leadership Conference, Bozeman—Leonard Lombardi, OPI, 444-4451
9-11: Assoc. of Gifted & Talented Education (AGATE) Convention, Great Falls—Michael Hall, OPI, 444-4422
10: ED Regional Resource Project Round Table Session, Big Timber—Susan Bailey, OPI, 444-2046
11: Expanding Your Horizons conference, Dillon—Pat Callbeck Harper, OPI, 444-1952
14-16: Improved Career Decision Making workshops, Billings—Judy Birch, OPI, 444-5663
16: *NDN Broadcast, "Valued Youth Program" (Spanish)
20-23: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432
22: Chapter 1 workshop, Glasgow—Nancy O'Hara, OPI, 444-1953
23: *NDN Satellite Broadcast, "Valued Youth Program" (English)
23-24: Certification Standards & Practices Advisory Council, Dillon—Don Freshour, OPI, 444-2577
23-24: Youth in Crisis Conference, Great Falls—Opportunities Inc., 761-0310
24: Chapter 1 workshop, Billings—Nancy O'Hara, OPI, 444-1953
24-25: Communication Strategies and Learning through Play for Children with Hearing Loss, Montana School for Deaf & Blind
25: Expanding Your Horizons conference, Billings—Pat Callbeck Harper, OPI, 444-1952
26-28: Montana Bilingual Directors' meeting (with Washington Assoc. for Bilingual Education), Spokane—Angela Branz-Spall, OPI, 444-2423
26-30: International Reading Assoc. Conference, San Antonio, TX—June Atkins, OPI, 444-3664
26-28: OPI/MTEA Traffic Educator's State Conference, Lewistown—Curt Hahn, OPI, 444-4432
27: Chapter 1 workshop, Missoula —Nancy O'Hara, OPI, 444-1953
28-30: Improved Career Decision Making workshops, Great Falls—Judy Birch, OPI, 444-5663
29-May 2: Canadian Council of Teachers of English Conference, Calgary—Jan Hahn, OPI, 444-3714
29-May 1: Montana's 1992 Conference on Special Education, Billings—Susan Bailey, OPI, 444-2046
30: *NDN Satellite Broadcast, "City-As-School"
30-May 1: Montana Hunger and Homeless Conference, Bozeman—Terry Teichrow, OPI, 444-2036

May

Motorcycle Awareness Month—Jim Bernet, OPI, 444-4569
1-2: Annual Montana Migrant Education State Conference, Billings—Angela Branz-Spall, OPI, 444-2423
3-7: International Reading Conference, Orlando, FL—June Atkins, 444-3664
4-5: Board of Public Ed., Helena
5: National Teacher Day
6-9: Montana Home Economics Assoc., Kalispell—Thora Aldrich, 245-4331
7: *NDN Satellite Broadcast, "Parents As Teachers"
11: Chapter 2 Regional Workshop, Missoula—Kathy Mollohan, OPI, 444-4317
11: *NDN Satellite Broadcast, "Innovation In Small-Town and Rural Education: Remote But Not Removed"
12: *NDN Satellite Broadcast, "American Education Keeping Pace: Positive Classroom Images"
13: Chapter 2 Regional Workshop, Lewistown—Kathy Mollohan, OPI, 444-4317
16: Oral History Conference, Dillon—John Terreo, Montana Historical Society, 444-4779
17-23: Bike Safety Week—Mary Cheryl Larango, OPI, 444-0576
22: Chapter 2 Regional Workshop, Missoula—Kathy Mollohan, OPI, 444-4317

June

7-9: First International Conference for Teachers of Hutterite Children, Lethbridge, Canada—Lori Clark, OPI, 444-3694
7-12: 4th Annual Montana Institute for Effective Teaching of American Indian Children, Univ. of Montana—Bob Parsley, OPI, 444-3013
8-11: Montana Assoc. of School Psychologists Summer Institute—Sue Osborne, 846-2147
8-August 20: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432
8-12: Montana Agriculture Teachers Assoc. Update Conference, Forsyth—Leonard Lombardi, OPI, 444-4451
9-12: Student Assistance Training Program, Great Falls—Darlene Meddock, 761-6680
10-12: Project Success Enrichment (NDN) training, Billings—Chere Ring, 255-3883
11-12: Montana Assoc. for Bilingual Education Conference, Missoula—Lori Clark, OPI, 444-3694
14-20: Expanding the Curriculum Through Outdoor Education, Dillon—Western Montana College, 800-WMC-MONT
15-17: Food and Nutrition Science Workshop, Bozeman—Laurie Potterf, OPI, 444-2059
15-17: Global Education Conference, Billings—Linda Vrooman Peterson, OPI, 444-5726
15-19: Project Success Enrichment (NDN) training, Seeley Lake—Chere Ring, 255-3883
17-19: School bus transportation workshop, Lewistown—David Huff, OPI, 444-4396
15-July10: Montana Writing Project, Missoula—Beverly Chin, U of M, 243-52311
17-20: Montana Assoc. of Elementary and Middle School Principals Zone 7 Conference—Keith Meyer, 442-6002
24-26: FHA Advisors Make the Difference, Bozeman—Laurie Potterf, OPI, 444-2059
22-26: Project Success Enrichment (NDN) training, Billings, Chere Ring, 255-3883
25-26: Board of Public Ed., Helena
28-July 1: Wellness in the Wilderness, Red Lodge—Marsha McFarland, 444-2555
29-July 1: Project Success Enrichment (NDN) training, Bonner, Chere Ring, 255-3883

July

5-17: Technological Enhancements for Physics Education (TEPE) (PRISMS, Mechanical Universe), Norman, OK—Patricia B. Johnson, OPI, 444-2736
6-8: Project Success Enrichment (NDN), Western Montana College—Chere Ring, 255-3883
12-24: Gender Equity for Gifted Students (Talents Unlimited), Salem, OR—Dr. Ralph Nelson, 503-760-2346
12-24: Training Teachers Through Technology (Hands-On Elementary Science), Salem, OR—Dr. Ralph Nelson, 503-760-2346
12-24: Promoting Innovation in Rural Education with Technology (Social Decision Making and Problem-Solving), Salem, OR—Dr. Ralph Nelson, 503-760-2346
21-23: Project Success (NDN) Conference, Billings— Chere Ring, 255-3883
27-31: Whole Language Workshop, Billings—Judy Evans, 255-3873
29-31: Montana School Food Service Conference, Billings—Gary Watt, OPI, 444-2505
29-Aug. 3: Workshop on assessing reading and writing, Billings—Nancy O'Hara, OPI, 444-1953

*Tentative National Diffusion Network satellite broadcasts. All programs begin at 11:00 a.m. Mountain Time and are about one hour in length. Programs will be broadcast on WESTAR V, Channel 24 (Transponder 24), downlink frequency 4180 MHz, Program Audio 6.8 and 6.2 MHz.

Stevensville's backbone

(Continued from page 8)

Through the new network, students have access to a wide variety of computer capabilities, including word processing, data processing, and an electronic guidance information service which allows them to research jobs and colleges. Without leaving the classroom, students can peruse the school library's card catalog and periodical index—or the catalogs and indexes of libraries all over the western United States. An interface with Montana State University allows science students to monitor scientific experiments.

A satellite system donated by Ghost Fighters, a local satellite installation company, brings CNN, the Discovery Channel, and other educational channels into the school. Any classroom can tune in by borrowing one of the library's five televisions and plugging it into the wall.

Software for grading, attendance, and record-keeping allows the school office to streamline its administration procedures. As principal Ron Nicholas notes, the backbone system allows him to tap into that software from anywhere in the school. "I can sit down anywhere and do my work," he says.

The high school also uses the system for community adult education and to offer classes for college credit to school staff.

It's all pretty impressive "for a little rural school in a poor community," as Ray describes it. And this is just the beginning for Stevensville, since the system was designed to accommodate expansion. "Everything is still in the beginning stages," Nicholas says. "We're still excited. We have lots to learn."

For schools that might want to attempt a backbone system, Ray offers this advice: Take your time, find out all the options, figure out what your teachers need, and don't take one salesperson's word for what is available.

Ray also suggests getting a good service agreement with a local computer company. If that isn't possible, she says, a telephone modem can be a good alternative; it can allow service providers to service the system long distance.

If possible, hire at least a half-time network manager. (Ray and King manage the network on a volunteer basis, in addition to full-time teaching.)

Finally, if you're building a new school, Ray strongly advises putting telephone lines in each room. That will save a lot of agony—and scraped knees—when it's time to string the backbone cable. ■

—**Sanna Porte Kiesling,**
***Montana Schools* Editor**

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